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ABSTRACT

The papers contained in this dosument were prepared as background material for the Communication/Journalism Teachers Seminar in June 1971, and provide information on the history, development, present status, and problems of communication/journalism education in Hong Kong and six Asian countries. These countries are the Republic of China, India, Indonesia, the Republic of Korea, the Philippines, and Thailand. Also included are a summary of the seminar by Jack Lyle and a list of the seminar participants. (JM)

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**The EAST-WEST CENTER**

*East-West Communication Institute*

# COMMUNICATION/JOURNALISM EDUCATION IN ASIA: BACKGROUND AND STATUS IN SEVEN ASIAN AREAS

**Background papers compiled for Communication/Journalism Teachers Seminar**

**June 13-26, 1971**
**EAST-WEST CENTER**
**1777 East-West Road**
**Honolulu, Hawaii 96822**

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EAST-WEST COMMUNICATION INSTITUTE

- Wilbur Schramm, Director
- Virginia Jamieson, Publications Officer

# COMMUNICATION/JOURNALISM EDUCATION IN ASIA:

# BACKGROUND AND STATUS IN SEVEN ASIAN AREAS

Background Papers Compiled for
Communication/Journalism Teachers Seminar
June 13-26, 1971, East-West Center
1777 East-West Road
Honolulu, Hawaii 96822

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An East-West Communication Institute Report

CONTENTS

INTRODUCTION . . . . . 1

COMMUNICATION/JOURNALISM EDUCATION IN:

China, Republic of
by Professor Chia-Shi Hsu . . . . . 3

Hong Kong
by Dr. Michael Wei . . . . . 9

India
by Professor P. P. Singh . . . . . 19

Indonesia
by Dr. Astrid S. Susanto . . . . . 29

Korea, Republic of
by Dr. Keun-soo Lim . . . . . 41

Philippines, the
by Dr. Crispin Maslog . . . . . 53

Thailand
by Professor Bumrongsook Siha-Umphai . . . . . 71

A SUMMARY OF THE SEMINAR
by Dr. Jack Lyle . . . . . 79

(List of Participants . . . . . 84)

## INTRODUCTION

The papers included here were prepared as background for the Communication/Journalism Teachers Seminar at the East-West Center June 13-26, 1971. This meeting was organized in response to several needs.

In correspondence and conversations with Asian communication/journalism educators, Drs. R. Lyle Webster and Jim A. Richstad of the Institute staff had noted that a frequently cited problem was the lack of mutual knowledge and interchange between colleagues in the various countries of Asia. Similarly, a basic problem facing the Institute staff has been the lack of any central repository of information about such programs.

It should be noted that concern for this problem had led Mr. Timothy Yu and his colleagues at Hong Kong Baptist College in early 1971 to issue the first publication of news of education and research in this field. Mr. Yu was also interested in trying to organize an association of Asian educators in this field, along lines similar to the Association for Education in Journalism (AEJ) of the United States.

On a very pragmatic level, the Institute staff saw this meeting as a means of bringing together authorities from the countries concerned not only to provide some first steps toward solving problems of interchange and cooperation, but also to acquaint these persons with the work of the East-West Communication Institute and to obtain their suggestions and advice on projects which the Institute might undertake.

In preliminary canvassing of Asian workers in this field, Dr. Jim Richstad found that there was a great feeling of isolation among them: isolation not only from one another but also from their colleagues in countries in which the larger part of communication research has been conducted.

Thus the meeting was constituted as a seminar which mixed discussion of their own work and problems with sessions in which they could interact with several leaders in communication/journalism education and research.

Dr. Gloria Feliciano, dean of the Institute of Mass Communication, University of the Philippines, joined the group to discuss the general problem of how to develop a research program and to integrate research with the instructional program.

Dr. Hidetoshi Kato, a Senior Fellow of the Institute and director of the Communication Design Institute of Kyoto (Japan), organized a session on inter-cultural communication.

Dr. Ralph Nafziger, Executive Secretary of AEJ and emeritus director of the University of Wisconsin's School of Journalism, was on hand for a week. He discussed trends and problems of programs in the United States and was able to provide advice on a variety of administrative, organizational and pedagogical problems.

Dr. William L. Rivers, professor in Stanford University's Department of Communication, also spent a week with the group, engaging in intensive discussion of problems of teaching basic journalistic skills, government and press relations, and the organization and work of press councils.

Dr. Wilbur Schramm, a Senior Fellow of the Institute and director of Stanford's Institute for Communication Research, held a one-day seminar session on the development and present status of communication theory.

Dr. Timothy Yu joined the group for the second week and thus was able to brief them on his efforts to stimulate exchange of information between communication/journalism scholars in Asian countries. He spearheaded discussions of the possibility of organizing an Asian organization and one of the culminations of the meetings was a resolution by the participants to support such an effort.

The staff of the East-West Communication Institute benefited from the personal interaction with the attending scholars and obtained a valuable store of information and established contacts for continuing contributions to the Institute's documentation program.

Since the papers which were prepared constitute a unique store of information on the history, development, present status and problems of communication/education in Asian countries, it was felt that these should be made generally available. Thus the present collection has been prepared.

The papers vary considerably, since the authors were not provided with a standard format or outline to follow.

This lack of uniformity, in effect, allowed the authors greater freedom to reflect characteristics unique to their countries.

At this point it should be noted that one of the disappointments of the meetings was that, due to a combination of schedule conflicts, it was impossible for Japanese colleagues to join the seminar. While Dr. Kato participated in many of the sessions and was able to provide information and insights about the Japanese situation, no background paper was prepared for Japan.

A summary chapter has been appended which attempts to provide an overview of the seven papers plus points introduced and developed in the course of seminar discussions.

These papers comprise a companion publication to a report on the seminar published earlier. The earlier report is available from the East-West Communication Institute.

# Communication/Journalism Education in

# REPUBLIC OF CHINA

By Professor Chia-Shi Hsu

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Taipei, Taiwan, Republic of China

The Republic of China was one of the first Asian countries to introduce journalism education into its universities. As early as 1918 journalism courses were offered at National Peking University and in 1920 the first department of journalism in China was established at St. John's University, Shanghai. The better-known journalism departments at Fu-Dan University and Yen-Ching University were established a few years later.

The Journalism Department of National Chengchi University, one of the pre-war leaders on the mainland, was re-established in Taiwan in 1955. Although this was the only department to make the move from the Mainland, journalism education has prospered in Taiwan through the establishment of several new departments.

Several factors are behind this growth. In part it parallels the rapid growth in the educational field generally. Further, accelerated industrialization has facilitated rapid growth of mass communications which, in turn, has created a need for more trained young journalists.

Finally, communication executives in the country hold a favorable attitude toward journalism education. They have accepted the concept that mass communication workers should be college-trained. They therefore give priority to well-trained young journalists in their recruitment.

## Major Programs

As noted earlier, with the exception of Chengchi's department, all journalism programs on the island have been established since 1949. The growth of journalism programs has been spectacular. The new programs are listed below.

The Journalism Division of the Social Education Department, National Taiwan Normal University was established in June, 1955. It offers a four-year course and has an enrollment between 40 and 60.

In the College of Chinese Culture there are three departments offering journalism programs. The daytime section of the college introduced a department of journalism with a four-year course in August, 1963. Its enrollment is about 230. In 1965 the evening section began a department whose program runs five years. The evening enrollment is about 200. There is also the Department of Mass Communication which was organized in the evening section in 1963. Its program also runs five years and there are about 270 students.

World College of Journalism was organized in 1956 and offers both a three-year and a five-year course. Its total enrollment is about 4,000.

National Taiwan Academic of Arts opened its Department of Radio/TV in its evening section in 1961, and began to accept day students in 1968. Total enrollment is 350.

The only graduate program is offered by the Graduate School of Journalism of Chengchi University, which was established over a decade and a half ago. It awards a master's degree to students who are required to complete 34 graduate credits and a thesis. About 30 students normally are enrolled. Chengchi also offers a four-year undergraduate major.

In addition to quantitative growth, most institutions have taken measures to adjust themselves to the changing conditions of communication enterprises and to recent trends in communication research as well.

## Diversification of Curricula

Journalism education in the Republic of China has long been influenced by American journalism schools in which some of the leading Chinese journalism educators took their training. Traditionally, the aim of these programs is to train workers for the print media. However, journalism curricula have been diversified to meet the changing world as a result of the appearance of new media and the diversification of the communication industry.

Courses in radio/TV, advertising, public relations and research methods have been added to the traditional offerings.

In some journalism departments, the senior class is divided according to individual interest. Chengchi, for instance, has four divisions: news reporting and editing, radio/TV, advertising and public relations, and journalistic English. Other institutes have set up specializations along similar lines.

Another innovation has been the establishment of special departments for electronic journalism. There is a Department of Mass Communication at the College of Chinese Culture. It offers courses dealing with radio/TV and film production. There is also a Department of Radio and Television within National Taiwan Academic of Arts.

Another measure designed to improve journalism curricula has been the establishment of minor studies requirements for journalism majors. Chengchi University instituted a curriculum reform three years ago which set up five minor fields: law, political science, economics, international relations and business administration. Journalism students are now required to take at least 20 credits in one of these minor fields. Two more minors are planned, natural science and environmental

science, is to be added when the University's science curriculum is expanded. With the institution of the minor requirement, journalism courses now constitute 25 per cent of the total course load for journalism undergraduate majors during their four years of study.

## Facilities

The World College of Journalism has been the most successful of all the schools in increasing training facilities. It was the first journalism school to have its own experimental radio station and closed-circuit television studio. It has its own printing plant, which produces the student newspaper.

The National Taiwan Academy of Arts also has a closed-circuit television studio and a radio station. Chengchi is enlarging its experimental radio station from 100 to 500 watts and generally attempting to upgrade its electronic equipment. The Department of Mass Communication of the College of Chinese Culture plans to construct a radio station and a small closed-circuit television system.

A considerable effort has been made by most institutions to build up their collection of books and periodicals. At present Chengchi's Journalism Library stands well ahead of others. It has 5,000 volumes devoted to journalism and related fields, most of which were purchased in the past three years. It also receives important journals of communication, social and psychological sciences.

## Communication Research

Communication research is beginning to take root in journalism institutions of Taiwan. As the only graduate program in the country, Chengchi now is the center of such activity. The recent trend of the research carried on there is reflected in the master's theses filed. Historical and descriptive theses have been giving way to quantitative studies. Field survey and content analysis are widely used and conscious attempts to construct theories are replacing studies on professional skills. Replication of studies done in Western countries is encouraged in an effort to test these theories and results in a different environment.

The government and ruling party, the Kuomintang, have begun to realize the importance of research in communication. A number of projects have been completed by Chengchi in recent years under government or party sponsorship. These can be classified into audience research, studies of effects, content analysis, voting behavior studies and studies of persuasive techniques.

## Handicaps

Several handicaps confront journalism education in this period of rapid development.

One problem is the inadequate number of full-time teaching staff. In most intitutes part-time teachers greatly exceed the number of full-time faculty members.

Financial sources for facilities are limited and this makes it difficult for the schools to keep pace with increases in enrollment.

The centralized nature of the national educational system limits flexibility and freedom to improve curricula to meet rapidly changing conditions.

Research in the field is hampered by the lack of both adequate financial support and of qualified personnel. The social environment in the nation's society, which is a transitional one, is unfavorable to many aspects of traditional communication research. As a result the quality of research suffers.

Finally, the enrollment in these programs is growing much faster than the job openings in related professional fields. Thus journalism graduates are facing an increasingly competitive job market in the professions for which they have been trained.

# Communication/Journalism Education in

# HONG KONG

By Dr. Michael Wei

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Journalism education began in Hong Kong much earlier than in China Proper. The ex-post-facto hypothesis is simple: Modern journalism in China is a borrowed affair from the West, despite scholaristic claims that the Chinese had newspapers long before Roman Acta Diurma, and that the Chinese invented movable types as early as in the 11th century. Hong Kong in the 1920's already had several advantages, academic as well as professional. The University of Hong Kong was established in 1911 - one year earlier than the founding of the Republic of China. Its educational program has not suffered the vicissitudes common to all other post-secondary programs in China Proper. The first Chinese language daily newspaper was published in Hong Kong in 1858, being a Chinese version of the China Mail, which, as its current publisher-director put it, was established in 1845 by some British gentlemen who found it necessary to have a newspaper for keeping cricket scores. And as early as in 1898, the Hong Kong-educated physician-rebel, Dr. Sun Yat-sen, advocated his revolutionary ideas through his newspaper Chung Kuo Jih Pao (China News) in Hong Kong.

Early attempts at journalism education had been made since 1912 at various locations in China Proper, but the first successful one was the Department of Journalism at Yenching University established in 1924. Crippled by financial problems as previous attempts had been, operations stopped completely three years later until the University of Missouri came to the rescue in 1929 with a donation of US$50,000, backed up by the teaching assistance of Professor Vernon Nash and Dean Walter Williams, both being vigorous pioneers for journalism education in the United States and in China.

Since 1949, journalism education in China has split on ideological and political grounds between the communists and the nationalists. Each has been carefully promoting journalism education in their own sphere of influence as each believes sincerely the civil war was lost or won through the power of propaganda.

The development in the post-war period has put Hong Kong far ahead of both camps in terms of GNP per capita income (Hong Kong's is estimated at US$7000), newspaper readership (370 per thousand population), literacy (60 per cent or more), and urbanization (500,000 per square mile in the built-up area). Nowhere else can a reader be informed of both sides of the story about wars in Indo-China so cheaply, completely and promptly. For about 15 cents the reader can pick up half a dozen newspapers, including the People's Daily. One can hardly walk a block in Hong Kong without encountering a professional or amateurish China-watcher from most any place in the world.

Yet a large portion of the local residents indulge mostly in seasonal racing news, crime and sex stories that occupy most of the four-page mosquito newspapers, numbering more than 50 out of a total of 76 dailies in town. Free puffs are given to advertisers and business firms by most of the "quality newspapers." The only ones that do not honor the practice are one English newspaper and some of the communist newspapers. Looking at China beyond the horizons of the red and white suns of today, the Department of Journalism at the Chinese University of Hong Kong seems to serve a critical and unprecedented function for China. It was perhaps with these factors in mind that the originator of the Department said: "An acceptable school or department of journalism should always ... assist the profession of public communications in elevating the level of its performance and conduct and encourage research which will lead to improvement in the journalistic-communication system."

## The Program

Established in 1963, the Chinese University is a federal type university - each of the three foundation colleges retains some degree of autonomy while working for the common good. The Department of Journalism has been associated with New Asia College, since Professor Frederick Yu of Columbia University of New York mapped out a blueprint for the Department and the Mass Communications Center in 1965. Professor Charles C. Clayton of Southern Illinois University and Dr. Michael Wei (University of Missouri), in addition to part-time lecturers recruited from local talents, began the first teaching program in the same year. It was Dr. Yu's advice that the Department should accept students from the third year only, after screening their Chinese and English language level and general knowledge. Out of about 200 applicants, six were finally selected for the first class. So far the composition of the students, according to their majors before entering the Department, is as follows:

| From Humanities | | From Social Sciences | | From Pure Sciences | |
|---|---|---|---|---|---|
| Chinese | 6 | Sociology | 10 | Chemistry | 3 |
| English | 8 | Economics | 6 | Physics | 3 |
| Philosophy | 2 | Business Administration | 2 | | |
| History | 6 | Accounting & Finance | 3 | | |
| Fine Arts | 2 | | | | |
| Total | 24 | | 21 | | 6 |

The curriculum of the department is flexible from year to year, based on the composition of the recruitment. The core program, however, requires each student to master reporting, editing, two-way translation, principles and history of journalism. Advanced reporting and editing is offered according to the student's area of interest. A revised program for 1971-72, just passed by the Board of Studies in February, is as follows:

Junior

First semester, 1971.

| | |
|---|---|
| History and Principles of Journalism | 3 credits |
| Reporting (Chinese) | 2 |
| Reporting (English) | 2 |
| News translation | 2 |
| Principles of Advertising | 3 |
| Two electives | |

Second semester, 1971.

| | |
|---|---|
| News Translation | 2 |
| News Editing (Chinese/English) | 3 |
| Reporting (Chinese) | 2 |
| Reporting (English) | 2 |
| Pictorial journalism | 2 |
| Two electives | |

Senior

First semester, 1971.

| | |
|---|---|
| Advanced reporting (Chinese) | 2 credits |
| Advanced reporting (English) | 2 |
| Comparative journalism | 3 |
| Law of Journalism | 2 |
| Research Methods | 2 |
| One or two electives | |

Second semester, 1971.

| | |
|---|---|
| Editorial Writing (Chinese) | 2 |
| Editorial Writing (English) | 2 |
| Opinion and communications | 3 |
| Magazine writing and editing (Chinese) | 2 |
| Magazine writing and editing (English) | 2 |
| Special studies | 2 |
| One or two electives | |

Since the Chinese University was established mainly for graduates from Chinese high schools, and the University of Hong Kong has eliminated written Chinese from its entrance examination, journalism students have two languages to master in as many years. Although 99 per cent of the population are Chinese, English holds the key to success in any trade. Hence a bilingual curriculum was established. Applicants for the department are tested on their skills in Chinese as well as in English. Previous major and academic standing have no bearing on the application.

Once admitted, the student is immediately plunged into a crash program of news writing, editing and translation, both in English and Chinese. In the meantime he is encouraged to develop his previous major subject. Whirlwind visits to local mass media and occasional trips to related places, such as a Christmas internship to Taiwan, where Mandarin rather than Cantonese is the medium of communication, are part of the program. Guest speakers of different nationalities within and without

the field of mass communications are invited to have lunch with students, discussing whatever they care to explore or explicate. The idea is to sharpen students' interview techniques, to listen to British, American, Indian, as well as "pidgin" English and to broaden their knowledge.

An experimental newspaper is published twice a week - Tuesdays in English and Fridays in Chinese. Students take turns as managing editors, copyreaders, reporters and photographers. Minor fields are utilized as much as possible. Those who are majoring in fine arts, for instance, are asked to draw cartoons for every issue based on ideas developed by the editorial board. Whenever campus events are not abundant, news rewritings and interpretive pieces done in classes fill in the space. Presently handicapped by the physical distance between the colleges and the university, it is hoped the newspapers can be strengthened after the three colleges move into the centralized new campus at Shatin in 1972. The Department has mixed feelings about the newspaper undertaking. Obviously, a student newspaper offers valuable experience in journalism, but production problems could conceivably be so enormous as to interfere with the teaching program in the Department. To make sure it does not become a big tail wagging the dog, the newspaper is published by commercial contractors, and co-ordination of the publication with class assignments is planned.

## Summer Internship

Other than the program described above, students are assigned to local mass media after completing their junior year for an eight to ten week internship, so that practical experience will be added to classroom training and working on the experimental weeklies. A staff is assigned to supervise and co-ordinate the program, and assessments and comments are solicited from the media people at the completion of the internship. The program has genuine support from local mass media, and the interns receive a salary of about half a reporter's monthly pay. Some of the students gain employment because of their performance during the internship. To cite a recent case, an English newspaper in Taipei decided to keep one of the two seniors assigned to it during the Christmas internship (different from the regular one at Hong Kong) last year. This is encouraging when it is realized that the internship lasted only a week and that there are hundreds of journalism graduates in Taiwan each year.

## Support From Local Mass Media and Government

In addition to the Summer Internship program, two things should be mentioned to show the close relationship between the Department and local mass media and community.

1. Since its founding day, the Department has received eight scholarships of HK$1,500 each per annum from the leading Chinese newspapers, Sing Tao Jih Pao and the Wah Kiu Yat Pao. The English-language South China Morning Post added another four later. Considering the fact that newspapers are sold at 10 or 20 cents a copy, this is a

rather handsome gesture indeed. It is even more significant when it is noted that enterpreneurs have found through the years that some Department graduates whom they employed left after serving only a little while in the newspapers. Fortunately they are taking a constructive viewpoint and consider their contribution a support to the community and for the ultimate good of journalism.

The Asia Foundation for the first five years footed most of the bills of the Department, amounting to more than US$117,800. It still is an unwavering supporter to the program, even though the Government took over the major financial burden in 1967. Grants from the foundation for research projects and internship trips gave the Department a much needed transfusion.

A newcomer to the journalism education scene of Hong Kong is the Department of Communication of Baptist College. Supported by religious institutions overseas, the Department has a competent teaching staff and much electronic gear, including a closed-circuit television studio, a teleprinter and monotype and offset machines. The first class of their four-year program will be graduating this fall and competition between the two departments will become visibly keener from now on. It has a total enrollment of more than 200 students. Some of these came on their first choice, while others overflowed from the government universities. Only about 1,500 out of some 8,000 high school graduates will become university freshmen this year. The rest will have to turn to private institutions, and Baptist College is among the best for post-secondary education.

The advisory committee to the Mass Communications Center and the Department meet at regular intervals to make periodical assessment of the Department and the Mass Communications Center. It is composed of local journalists, media men and educators. The director of Government Information Service serves as the chairman and Miss Aw Sian, president of the International Press Institute, is a member. Unwilling to be figureheads, the members often administer sharp tongue-lashings and few, if any, compliments at each session. Because they are not members of the University, their resolutions do not have binding power over the Department or the Center but the advisory committee nevertheless provides a source of incentive.

## Research and Service

A department of journalism is different from a trade school in that it realizes and performs services to the profession and academic research. The Department realizes the almost unique opportunities and problems that it has in journalism teaching and communications research. Since 1965, the following visiting professors have served in the Department and also directed the Mass Communications Center.

| | |
|---|---|
| 1965-66 | Professor Charles C. Clayton, Southern Illinois University |
| 1966-68 | Professor Mason G. Smith |
| 1968-69 | Professor Frederick Yu, Columbia University |
| 1969-70 | Professor Charles Allen, Texas Technical University |
| 1970 | Professor John Hohenberg, Columbia University |
| Current | Professor James C. Y. Shen, Boston University |

It is the job of the visiting professor to teach a course or two in the Department and to conduct and coordinate research programs and hold seminars for the Mass Communications Center. There is no legal or academic boundary to what he can or can not do. He is limited only by his own energy and willingness. Further, he does not have the psychological burden of the local staff, whose hands are sometimes tied by tradition and reality. To cite a few projects completed by the Mass Communications Center and the Department so far:

A. Books published:

Chao Tsung, Drama Reform in Mainland China, 1942-67 (Hong Kong: The Chinese University Press, 1969). A comprehensive and analytical work on the origin, change and reformation of the dramas.

Charles Allen, Communication Patterns in Hong Kong, (Hong Kong: The Chinese University Press, 1970). Based on a cross-sectional survey on 3,500 residents conducted in 1969.

Michael Wei, The Characteristics of the Chinese Newspapers in Hong Kong, (Hong Kong: Hong Kong Advertisers Association, 1967).

B. Projects completed:

Frederick Yu, Seminar on Economic News Reporting for local journalists, 1968.

Charles Clayton, Seminar on Advertising Principles and Techniques for local advertising men, 1965.

John Hohenberg, Seminar on China Watching, 1970.

C. Articles published:

Michael Wei, "Readership patterns of College and High School Students in Hong Kong", in Seminar Report of Chinese Language Teaching (Hong Kong: The Chinese University of Hong Kong, 1970).

Michael Wei, "Freedom of Information as An International Problem" in Fischer and Miller (Eds.) International Communication (New York: Hastings House, 1970), pp. 85-93.

Timothy Yu, "A Time And Motion Study of Chinese Manual Type-Setting". Commissioned by I.P.I. Asian Program, the research was completed when Mr. Yu was a research fellow in the Mass Communications Center in 1966. In The Chinese Language Press Seminar under the sponsorship of of International Press Institute, I.P.I. Hong Kong, 1966, pp. 25-29.

Among the items listed above, Professors Charles C. Clayton and Frederick Yu each conducted a seminar for local journalists and advertising men. "Students" were sent to the Department by their employers who had to pay a tuition fee for the service. The reaction was in general favorable. The project could be expanded if funds become available, or if the Department and the Center increase the staff size.

Research projects, however, have never stopped moving. The primary concern is with projects about communication patterns and Chinese Communist communication patterns. Other than the items already completed and listed above, a local journalist has been commissioned to write a book on Chinese Communist Cinema since the 1940's. And currently a professor is working on a project to commission Chinese journalists and journalism educators to write memoirs. A content analysis on "How Peking and Taipei See Each Other", is proceeding by first establishing a list of events too important to be ignored by either party and then analyzing whether these events were reported, and if they were, how they were reported.

Hong Kong is one of the most active cinema producing areas in the world, averaging nearly one feature a day (280 in 1969). The cinema industry is prosperous despite the threat of a four-channel television system. Most of the moving pictures are in Mandarin while residents here speak Cantonese. And most of the features are of the sword-swinging, action-packed, bloody violence type. A current research project is to ascertain the impact of violence in the movies as it influences juveniles. Although the relationship between violence and the mass media has been subject to research elsewhere, it has not previously been done in Hong Kong, and its systematic import could be revived with cross-cultural research findings.

## Placement and Job-Hopping

Developing countries are plagued with college graduates whose aspiration is higher than the satisfaction the society can afford them. While the supply of graduates from most of the journalism departments and schools in the United States often falls short of the annual demand, graduates of less developed areas often have to look for available jobs that have nothing to do with their academic training. But the problem in Hong Kong is different altogether. A quick glance at the lineup of the jobs held by the graduates of the Department will be self-explanatory.

| | | | | | |
|---|---|---|---|---|---|
| Newspapers | 5 | Government employees | 4 | Studying abroad | 7 |
| Radio stations | 4 | Government school teachers | 7 | | |
| Television station | 1 | | | | |
| Reader's Digest | 1 | | | | |
| Public relations | 2 | | | | |
| Government Information Service | 1 | | | | |
| Total working in mass media | 14 | Total working in other fields | 11 | Studying abroad | 7 |

Since government positions pay much higher than the starting salary offered by the mass media, students who are impatient and wish to make a quick financial return often take examinations conducted by Government while working as a reporter. When word comes that he has succeeded he immediately hops away. This job-hopping game has rather annoyed local mass media proprietors, and left the Department red-faced. One publisher complained that a graduate worked in his newspaper for about a week then disappeared. Those who are good at English and work for English newspapers tend to switch jobs faster than their classmates, despite the fact that English newspapers in general pay more than the Chinese papers. The following table gives a general idea of the pay scale of some of the leading media in Hong Kong, based on a survey conducted in 1967 by the Mass Communications Center.

Salary perspectives for journalism graduates in Hong Kong
(All figures in Hong Kong currency HK$6 to US$1)

| | Mo. Salary to start | Advancement in Salary 3 mos. | 6 mos. | 1 year | Thereafter | Remarks |
|---|---|---|---|---|---|---|
| **Chinese Language Newspapers** | | | | | | |
| A | $300 | $320 | $350 | $400 | | Salary reviewed twice a year |
| B | $350 | - | - | - | - | |
| C | ? | $200 | $250 | $400 | | |
| **English Language Newspapers** | | | | | | |
| A | $800 up | $900 | - | $1,000 | - | |
| B | $1,000 | - | - | - | On merit | |
| C | $450 | $600 | - | $850 | On merit | |
| **Magazines (English Language)** | | | | | | |
| A | $800 | - | Good | Good | Excellent | |
| B | $800-1,500 | - | - | - | - | Depends on merit |
| **Radio Stations** | | | | | | |
| A | $1,460 | - | - | - | - | Increment scales to $4,500 (Gov't. scale) |
| B | $600 | $800 | $1,000 | - | - | |
| **Television Stations** | | | | | | |
| A | - | $800-1,000 | | - | - | On merit |
| **Wire Services** | | | | | | |
| A | $600-2,000 | - | - | - | - | Starting salary depending on trial period |
| B | $300 | - | - | - | - | Trained editor-$800 |
| **Government Posts** | | | | | | |
| A | $1,535 (M)<br>$1,140 (F) | | | | | Top salary $3,000 |
| B | $1,050 | | | | | |

## Conclusion

Journalism education in Hong Kong has its merits and defects in common with other developing areas. In the five years since its establishment, the Department of Journalism and the Mass Communications Center have demonstrated their usefulness to the society. The close cooperation between the media, the advisory committee and the Department gives incentive and direction for future journalism education, and the newly-added competition from Baptist College could add further incentive to the Department.

# Communication/Journalism Education in

# INDIA

By Professor P. P. Singh

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Although the need for providing basic professional training to those aspiring to join the Fourth Estate had long been felt in India, only in 1938 was an experimental course in journalism started by Aligarh University. It lasted only two years.

The distinction of starting systematic education in journalism goes to Panjab University. The author of this paper was the founder of the country's first Department of Journalism, established when the university was located at Lahore in the undivided India in 1941, to offer a one-year Diploma course for post-graduate students. About two scores of students received diplomas each year until 1947, when Panjab University was uprooted from Lahore, which became part of Pakistan at the partition. The author revived the department at Delhi soon thereafter.

In India, as elsewhere, pioneering efforts in journalism education met with strong opposition from working journalists. Few thought that journalists needed training or that they could be trained. The success of the Panjab University's course at Lahore and Delhi, however, converted many to the idea of journalism training. The popularity of the course also fired the imagination of educational administrators in other parts of the country. In the late '40's and early '50's the Universities of Calcutta, Madras, Mysore, Nagpur and Osmania started journalism courses.

In 1954 the Press Commission emphasised the need of trained personnel for the nation's newspapers and news agencies. The dearth of trained personnel was as acute in publicity machinery of the government and in the government All India Radio as in the private printed media. The Chinese aggression in 1962 brought to the fore the weaknesses in the publicity machinery of the Government of India, including All India Radio. Following the recommendation of a Ford Foundation team headed by Wilbur Schramm which visited India in this period, the Government of India set up the Institute of Mass Communication.

The '60's also saw the Universities of Poona, Gujarat, Gauhati, Raipur, Ludhiana and Kolhapur launch their own journalism programs. Other universities, Delhi, Agra, Aligarh and Lucknow, are now considering initiating journalism courses. In fact, Agra University has already made a beginning by including "journalistic writing" as one of the subjects for the Master's degree course in linguistics. Aligarh University has drafted a scheme for a one-year, post-graduate Diploma in Journalism course.

In recent years, executives of all the media have been showing an increasing awareness of the need for journalism training. Also, the response to the various courses has been very encouraging. The Press Council of India, the Indian Association for Education in Journalism and the Inter-University Board Committee on Professional Training in Journalism have been taking steps to standardize courses and promote training in journalism in the country. Recognition to the course has come from various States and the Union Government. Public Service Commissions of States and the Union Public Service Commission have been giving due weight to the candidates possessing degrees and diplomas in journalism for jobs requiring journalistic ability.

Program Details*

Panjab University

The Panjab University Department of Journalism, located in Delhi after the partition, was shifted to the capital of Punjab, Chandigarh, in 1962, in pursuance of the university's policy to have all departments located on the central campus. The course was made a whole-time one. It is a one-year, post-graduate Bachelor of Journalism course. Candidates are admitted to the course on the basis of a pre-admission test and interview.

The following papers have been prescribed for the Bachelor of Journalism Examination: Introduction to Mass Communication, Radio Journalism, Reporting, Feature Writing, Sub-editing, Graphic Arts-Newspaper Design and Make-up, History of Journalism, Ethics of Journalism, Press Laws of India, Public Relations, Advertising, Practical Journalism (Hindi or Urdu or Punjabi) or English Composition, Practical Assignments (Internal Assessment), and Editorial Writing.

Considerable stress is laid on the theory and practice of reporting, sub-editing, feature writing, editorial writing, advertising, public relations, and newspaper design and make-up.

The faculty consists of qualified and experienced lecturers. Foreign journalists visiting Chandigarh and guest lecturers from Delhi and other places are frequently invited to address the students. Facilities for practical training are made available in the Delhi and Chandigarh offices of various newspapers and news agencies, viz, The Hindustan Times, The Indian Express, Navbharat Times, The Statesman, The Times of India, The Tribune, Hindusthan Samachar, the Press Trust of India and the United News of India.

The department publishes its own laboratory journal, Student Reporter, which is written, edited and produced by the students under the supervision of the teaching staff. It serves as a medium for practical training in the various aspects of newspaper production.

* Indian universities generally follow the British model.

The students do research dissertations on topics relating to journalism or allied subjects assigned to them. A large number of students of this department are well placed in the profession.

Madras University

The Diploma in Journalism course conducted by Madras University was started in 1947. It is a one-year, post-graduate course. The papers prescribed are: Journalism; History of the Freedom of the Press and Ethics of Journalism; Composition, Precis-writing and Proofreading; Legal Studies; Political Science and Modern Constitution etc.; Social and Economic Structure of Today; History of the Modern World; Everyday Science--General; Shorthand; and Typewriting.

The students have to undergo practical training in a newspaper office for a period of six months concurrently with the course. Various courses are partly covered through lectures delivered by guest speakers. About a dozen students are admitted each year, and three or four out of them qualify.

Calcutta University

Calcutta University introduced a two-year, post-graduate course in journalism in 1950. The course is managed by the Standing Committee for Journalism, appointed by the Syndicate of the University. An oral test for appraising the aptitude of the candidates is conducted before they are admitted. The subjects of study include: Principles and History of Journalism; The Making of a Journal; General Knowledge of Political and Socio-Economic Developments; General Outline of Constitutional Law and Laws of the Press; Any one of the following subjects: Literature and Art, Scientific and Cultural Trends, Sports, Stage and Screen, Editing of Monthlies and Periodicals; Any one of the following subjects: Business of Journalism, Commercial Journalism, Arts of Advertisement and Layout, Press and Production; and Oral Requirements on Journalism in general and on current affairs or events of general interest. The students are required to undergo a period of internship on their own.

Recently Calcutta University initiated a one-year Master's degree course in Journalism. Students are required to qualify in the following eight papers: Principles and History of Journalism; Making of a Journal (Advanced Course); General Knowledge of Political and Socio-Economics Trends; Comparative Governments and Laws Affecting the Press in India; Public Relations; Oral and Practical; Any one of the following: Literature and Art, Science and Cultural Trends, Public Administration and Administrative Law, Current International Relations; and Any one of the following: Advertisement in Journals, Press and Production, Sports, Stage and Screen, Free-lance Journalism.

Nagpur University

A one-year Diploma in Journalism course for post-graduate students was initiated at the Hislop College Department of Journalism, Nagpur, in 1953. A one-year certificate program was also offered for experienced journalists without college education. Prof. Roland E. Wolseley, head of the magazine department of the Syracuse School of Journalism, U.S.A., organized this department. It was reorganized in 1964 as the Department of Mass Communication, Hislop College. It replaced the earlier courses of study in journalism with a one-year Bachelor in Journalism course for post-graduate students.

Closed for financial reasons in 1966, it was revived by Nagpur University in June 1969. The following papers are prescribed: Introduction to Journalism and Radio Journalism, News Reporting and Writing and Magazine Article Writing, Editing and Graphic Arts, Newspaper Business Management and Advertising, Fundamentals of Good Writing and Current Affairs, Public Relations and Laws of the Press. Practical examinations are given in News Reporting and Writing, Graphic Arts, Editing, and Magazine Articles and Feature Writing. An internship in Journalism and a Seminar in Journalistic Research are included.

Osmania University

The Diploma in Journalism Course of the Osmania University was initiated in 1954. It was a one-year post-graduate course. A Certificate of Proficiency in Journalism course was also started the same year for the benefit of under-graduates. The two courses were replaced in 1962 by a one-year Bachelor in Journalism course for post-graduate students. The scheme of examination for the said course consists of six papers: Principles of Journalism; Reporting and Editing; Editorial Writing and Feature Writing; Graphic Arts and Newspaper Design and Make-up; The Constitution of India and Press Laws; and optionally, one of the following: Radio Journalism, Newspaper Business Management, Advertising, Public Relations, or Telugu Journalism. An internship in journalism for a prescribed period is considered essential. Practical training is given through the medium of The Osmania Courier, a laboratory journal, published by the department.

Mysore University

Journalism is one of the major subjects for the three-year B.A. degree course at the Maharaja College, University of Mysore. The subject was introduced in 1951. The objective of the course is "more to introduce students to journalism than to train them as professional journalists." Four papers have been prescribed: Journalistic Practice I; Journalistic Practice II; Newspaper Administration and Press Laws; History, Principles and Survey of Journalism.

Students offering journalism as a subject for the B.A. degree publish a bilingual laboratory journal, Patrikodyami. It is written in English and Kannada, and serves as a medium for practical training.

Gujarat University

Admission to the Diploma in Journalism course of Gujarat University is open to those who have passed the Intermediate Examination of any recognized university. Students are required to pass two examinations--First Examination for the Diploma in Journalism and Second Examination for the Diploma in Journalism. The medium of instruction and examination is Gujarati. Subjects included in the first examination: Gujarati Literature; History of the Modern World and Geography; Second Language--English, Hindi; Group Psychology; Reporting and an essay; Printing and History of Journalism. Second Examination: Politics; Economics; Editorials and Laws Relating to Newspapers; Writing of News Items and Headings; Editing the Newspaper; Reporting and Interviews.

Poona University

Poona University started a two-year Diploma in Journalism course in 1964. The course has been divided into two parts--Junior Year and Senior Year. The following subjects have been prescribed for the Junior Year: News Reporting, News Writing and News Editing; History of Journalism and Ethics of Journalism; Law of Libel and Slander, Law of Copyright, and Press Law; Modern Indian History; Trends in Modern Science, Trends in Modern Indian and Western Literature and Arts, and International Relations. For the Senior Year: Feature Story Writing and Editing; Printing and Press Photography and Production; The Economics of Newspaper Production; Indian Government and Politics; Social and Economic Development (1910 onwards) and Current Affairs.

Gauhati University

Gauhati University initiated a one-year Diploma in Journalism Course three years ago and prescribed the following papers: Theory of Journalism; Law of the Press; Reporting and Editing; Techniques of Writing; Current Affairs; and either Radio Journalism or Advertising. Practical works include Journal Work (Contribution to a journal produced by students) and Typewriting.

Ravishankar University

Ravishankar University, Raipur, has recently introduced a one-year Diploma Course in Journalism and prescribed the following papers for the final examination: Introduction to Journalism; History of the Indian Press and Journalism; Creative Writing; Modern Political Trends and Current Affairs; Newspaper Business Management and Press Laws; Printing; Viva Voce, and Practical Knowledge.

Other Universities

Shivaji University, Kolhapur and Jabalpur University have also initiated Diploma Courses in Journalism on a more or less similar pattern.

The Punjab Agricultural University has come up with a two-year Course leading to M.Sc. degree in Journalism. The course was initiated with effect from July, 1970. According to regulations, a student registered for Master's degree has to complete instruction work of 90 credit hours--50 teaching and 40 research. The 50 credit hours of teaching are divided as follows: 25 credit hours for the major discipline (Journalism); 15 credit hours for supporting discipline (English/ Punjabi); 10 credit hours for minor discipline (Mechanics of Press, photography etc.). The Courses listed under these disciplines are as follows: Major Discipline--Principles of Journalism, The Techniques of Writing Editorial, Public Relations, Agricultural Journalism, Legal Aspects of Journalism, Research Methods in Journalism; Supporting Discipline--Contemporary English Grammar and Usage, Science Writing, Punjabi Literature, Punjabi Prose, Punjabi Culture; Minor Discipline--Mechanics of Press, Audio-Visual Aids, Communication Processes, Photography.

Institute of Mass Communication

The Indian Institute of Mass Communication, New Delhi was set up in 1965 by the Government of India as a center for advanced study and research in Mass Communication. The Institute is responsible for organizing training programs for information, publicity and public relations personnel of the Government of India, the State Governments and industry. The Institute has seven faculties--Development Communication, Visual Communication, Printing and Publications, Radio and Television, Communication Research, and Advertising and Campaign Media.

The Institute initiated a one-year, post-graduate Diploma Course in Journalism for developing countries in 1970. The course seeks to impart theoretical and practical instruction in the skills and techniques of journalism required in developing countries. The papers prescribed for the Diploma examination are: Mass Communication and Development; Journalism (Genesis, Growth and its Role in Developing societies); Writing (Reporting and Editing) of News; Radio and Television Journalism; Press Laws in Developed and Developing Countries, and Typing and Stenography.

Other Programs

The Press Institute of India was started in Delhi in 1963. It organizes in-service refresher courses, seminars and workshops and conducts elementary press studies.

Correspondence courses in Journalism are available through the Bombay offices of the British Institutes and the International Correspondence Schools.

Private institutions which offer Diploma Courses in Journalism are: Bharatiya Vidya Bhavan Rajendra Prasad College of Mass Communication, New Delhi, Bombay, Madras, Trivandrum, Bangalore, Guntur, Ahmedabad; Bombay College of Journalism, run by Hyderabad (Sind) National Collegiate Board, started 1960; Siddharth College of Mass Communication, Bombay; Institute of Journalism, Theatre Communication Building, New Delhi; New Delhi Polytechnic for Women; Dateline School of Journalism, New Delhi.

Among individual newspaper groups, The Times of India has been conducting a training scheme for some years with great success. The Hindustan Times, The Hindu and the United News of India have their own in-service training programs.

Official Outlook

According to the Indian Press Commission, there is unanimity of opinion that a systematic institutional education in journalism is necessary, that this education should be of a comprehensive character, but that the time allotted for study is insufficient. The Commission's report states inter alia that "the modern tendency of university education is to start specialization after reaching the intermediate standard. If this is extended to a specialized degree or diploma in journalism, then the course should be of three and not two years, the first year should be devoted to the study of general subjects as history, sociology, economics and politics. The actual instruction in journalism should be given in the second and third years. The curriculum should also include a study of the management of newspapers and the techniques of their production, including instruction in printing and typography, press photography, radio journalism and so on."

The Indian Press Commission has definitely recognized the importance of training in journalism. The report says: "other things being equal, persons having a journalistic qualification should have preferential claim in the matter of employment." The report also suggests a higher starting salary for trained journalists: "Apprentices with a diploma or degree in journalism should be paid two-thirds of the basic minimum salary of a sub-editor and those who are not qualified should get half the basic minimum salary of a sub-editor during the period of apprenticeship."

The I. A. E. J.

The founding of the Indian Association for Education in Journalism in January 1956, was welcomed as an "important development" in the movement for the spread of training courses for journalists in India. It was initiated by the writer with the help of Prof. Everton Conger of Nagpur and Dr. DeForest O'Dell of Osmania, at that time. The aims of the IAEJ are: To further the development of professional training in journalism in India; To co-ordinate the efforts of journalism departments in India; To provide standards of accreditation for institutions imparting training in journalism in India; To promote high ethical

standards in journalism and in journalism training; To provide a medium of greater exchange of ideas and information between the profession of journalism and the institutions of training in journalism.

Central Institute of Journalism

A recommendation for a Government-aided Central Institute of Journalism to which persons with preliminary training in universities could be admitted for advanced training was made by the committee constituted by the Inter-University Board to consider the recommendations of the Indian Press Commission on university education in journalism, at a meeting held in Mysore in 1959 under the chairmanship of the late Dr. C. P. Ramaswami Aiyar.

The committee suggested that the proposed institute should lay emphasis on Indian language journalism and run a campus journal. It should have a well-equipped laboratory, its own printing press and editorial staff. Dr. Aiyar said that after the establishment of the Central Institute the Government might insist that proprietors of newspapers should appoint only such persons on their editorial staff as had secured a diploma or degree recognized by the Central Institute. He stated that as newspaper publishing was an important national activity, it was essential that new entrants should possess a certificate of training in journalism in the same way as lawyers, doctors, accountants and auditors were required to possess before entering their profession. Dr. Aiyar was an eminent educationist. He was a prominent member of the Indian Press Commission. He had made a deep study of the problems relating to the profession of journalism.

Observations and Suggestions

The movement for the spread of education in journalism is of recent origin in India. A majority of journalists in employment have had on-the-job training, and only some have had the advantage of training in standard newspapers with rich traditions. Non-English newspapers are particularly deficient in the standards of writing, editing and production techniques. India needs more and better departments of journalism to cater for the needs of different regional language.

The need for training in journalism has come to be recognized by the Government and professional organizations in India. There are some practicing journalists of the old school who offer opposition by refusing facilities for practical training in their institutions. And there are some who are ignorant of the needs and requirements of existing courses in journalism and are retarding the growth and development of institutions offering courses in journalism by meting out a step-motherly treatment to them. Some of the departments are ill-equipped and neglected. They are in need of suitable grants from the Government and generous endowments from the rich to be able to equip themselves adequately.

Practical training in various branches of newspaper work forms an important part of the program for education in journalism. The facilities for practical training available at present are hardly satisfactory. The response from newspaper and news agency offices has been good at some places, poor at others.

There are not many trained teachers in journalism in India. Experienced newspapermen are employed as part-time lecturers. They have to be persuaded to study the subject and to pick up training methods. In course of time they may become very useful members of the teaching faculty, provided they have enough time, patience and willingness to do the extra homework. The heads of departments of journalism in some of the Indian universities have had the benefit of receiving training in journalism at some of the prominent American universities and getting familiar with their teaching methods. They have helped train a large number of teachers who are conducting courses in journalism efficiently. To improve the standard of teaching, there should be an exchange of professors, and grants and fellowships should be made available to deserving persons to enable them to go abroad for studying the latest methods and techniques.

Roneotyped courses are not known in India. Lectures on theory are coupled with practical assignments in reporting, feature and special article writing, editorial writing etc. Cyclostyled copies of subbing and proof-reading exercises are distributed for practice purposes, which are checked and corrected by teachers. Work on laboratory journals, visits to newspaper offices and close personal contact with newspapermen helps students to acquire practical knowledge and confidence.

India has a dozen teaching departments of journalism today to meet the needs of the Fourth Estate. India needs more and better journalism institutions to meet the growing demands of the profession.

# Communication/Journalism Education in

# INDONESIA

By Dr. Astrid S. Susanto

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Before outlining the several university programs in communication and journalism in Indonesia, we need to discuss the status and problems of the mass media in this country. These problems, in effect, are the factors shaping journalism education.

First we will look at general problems and efforts of the government and universities to solve them. Then we will set forth the findings of several studies which have sought to delineate the nature of audiences and of communication processes in Indonesian society.

Our interpretation of research findings is that academic programs in communication and journalism are indispensable for a developing country. But these programs must not be merely training and recruitment centers for media personnel; they should also prepare students to participate actively in solving their country's problems. This being the case, such university programs should use an interdisciplinary approach as it is not enough for a journalist to know only his professional field.

## General Problems

The development of journalism/communication education in Indonesia is particularly influenced by four problems:

1. The lack of clear laws on libel, obscenity and blasphemy.
2. In the absence of such laws, how to develop a sense of responsibility among journalists.
3. How to communicate effectively details of development programs, particularly in terms of bridging a communication gap between intellectual and elite groups and the masses.
4. How to arouse the interest of citizens in elections and public affairs.

Libel, Obscenity, Blasphemy and Responsibility. At present the main law on mass media is the Press Law of 1966, a law formulated in an outburst of emotional reaction. This law states only:

What is meant by the term "press"
Who are "journalists"
The right to set up associations of journalists and publishers
The abolition of government censorship

The preamble of the law states: "The Indonesian press shall reflect and be creator of the Indonesian democratic life such as based on the Pantjasila philosophy...."

The preamble and promise to abolish censorship have provided seeds of confusion and disagreement between government and press concerning freedom of the press. The government feels that the preamble binds it to insure adherence to certain standards in press content while journalists claim that any interference by the government constitutes censorship.

This situation is exacerbated by the absence of any body of law dealing with libel, obscenity or blasphemy. The absence of such laws does not indicate the absence of a need for them. Rather it is a legacy of colonial law which stipulated the possibility of libel only against the Dutch Crown and its officials. Thus there was no concept of libel against individual citizens.

Pressures are now building within the society and the legal community for a formulation of laws to provide individual protection. One recent case has been pressed which involved the use of a lady's name in a scandalous magazine story. However, this case was argued before the Court of Honour of the Press, not in the courts of law. A number of cases are now being brought into the courts in an attempt to force the establishment of legal precedents. The situation is made more complicated by the nature of the legal system which follows the Continental pattern and, unlike the Anglo-Saxon tradition, does not allow for a dynamic concept of jurisprudence.

Thus the campaign for the creation of libel laws is caught up with pressures to re-orient the judicial system and this, in turn, raises political issues. In the meantime, the press finds itself in a highly volatile situation in which it must carefully watch its actions.

Blasphemy is another area not covered by present law. While cases of published blasphemy are rare, they do draw strong reaction from many pressure groups and thereby create another volatile situation.

Still another ill-defined area is obscenity. Most concern in this area seems to be related to films and particularly to film advertising. In the late 1960's posters advertising films featuring sex and crime became the most numerous street "decorations" and this situation has stimulated great public concern and outcry. This, in turn, has led to a series of seminars held over the country in which attempts have been made to formulate a basic concept of the meaning of freedom of the press, particularly as it relates to obscenity.

The issue has brought into direct confrontation concern about licentious performance of some media organizations and concern about the possibility of government interference with press freedom. The Indonesian press is inclined to see itself as a privileged institution exempt from some laws. The government, on the other hand, claims that the press is bound by Articles no. 282 and 533 just as are individuals.

The generally accepted interpretation of these two articles establishes a description or meaning of obscenity: "any material having such content which if seen or read could arouse lustful desires." As this definition is hard to use, the present practice is to have the accused read the material aloud. If he cannot do so without stammering and blushing, he is thought to have proven that he knew the material he spread was obscene.

Although attempts have been made to censor obscene films, the complexity and size of Indonesia and its population together with the underdeveloped state of internal communication networks illustrate the difficulty of enforcing regulations. It took two years for officials to discover that distributors were exhibiting original, uncut films rather than the edited versions submitted to the government for review.

This situation also illustrates the difficulty of building and enforcing "professional ethics" without a supporting body of law. The fact that present conditions of almost total freedom allow practitioners to abuse those freedoms puts a heavy responsibility on schools of journalism and communication to build a real sense of moral and ethical responsibility in their students.

Communication Gap Between Elite and Masses and the Problem of Public Interest. Another communication problem which has had serious impact on the development of Indonesia has been a communication gap between various action agencies such as the political parties, the army, religious groups and intellectuals who should serve as resources of knowledge, thinking and planning. The members of various intellectual institutions had adopted an "ivory tower" attitude, standing aloof from other social agencies and as a result found themselves isolated. Thus the society was not benefitting from their abilities and they themselves began to suffer doubts concerning their own capability as agents of change for improvement.

A seminar was held in Tjibulan, West Java in December, 1970 at which intellectuals came together with representations of the political parties, religious groups, government and army officials and journalists. During the course of the discussions, which were honest--sometimes brutally so, it became apparent that a major problem was that intellectuals were failing to communicate, failing to speak the language of the masses. In effect, they were ignoring a basic requirement of communication: that for a message to have effect it must be both received and understood. The heterogeneous nature of Indonesia's population and the underdeveloped state of its media systems require special effort and approaches for campaigns aimed at effecting social change. This seminar proved a turning point, not only for the intellectuals but for other concerned groups.

It also underlined the critical role which academicians trained in communication science can play. This role includes their special abilities in designing programs to disseminate information and ideas through the interpretation and explanation of programs and policies.

There is also the responsibility of these academicians to provide university-level training in development communication so as to provide an expanded cadre of information specialists who can work as members of development program staffs.

At this stage of its development, Indonesian society is a mixture of urban societies and traditional, village societies. In many areas traditional leaders or elders still function as the mediators of ideas and information from the outside. Thus information campaigns cannot rely solely on techniques used in highly developed countries from which most of the published texts on communication come. Just as there is a need for journalists and information specialists to examine the Indonesian situation and respond to it creatively, rather than just copying techniques used elsewhere, there is also a need for university programs to stress this type of critical and creative approach to communication science.

To illustrate some of the problems which exist for news media in Indonesia and how our university department has tried to help identify and solve them, let me describe several studies we have done.

A study undertaken in Bandung on a local paper with the widest circulation in town, the Pikiran Rakjat, illustrates some of the problems facing local papers in Indonesia. Local papers must compete with the large papers from Djakarta. Bandung, for instance, is only some 160 kms. from Djakarta. Because of their superior capitalization and physical plants, the Djakarta papers are ready for distribution in Bandung while the local papers are still in press. The superior distribution system of the Djakarta papers, coupled with the negligence of local papers in servicing deliveries, puts the latter at an initial disadvantage.

A result of this situation is that the local papers must compete with the papers from the capital both for circulation and for influence. The editors of the Pikiran Rakjat, for instance, wanted to establish the paper as an organ of influence among the formal opinion leaders--intellectuals and government officials. They began to shape the content to attract and please (or so they thought) this group of readers.

The reality of the situation, however, meant that by employing this tactic they were working against themselves. Our department undertook an audience study for the paper. It revealed that the primary appeal of Pikiran Rakjat to all its readers was its emphasis on local news and advertising. The major audience, in effect, consisted of members of the middle and lower classes who preferred the local paper to such influential Djakarta papers as Kompas because they found it less "high brow." For the paper to begin copying Kompas meant that it threatened to lower the satisfaction of these readers.

At the same time, the study showed that the intellectuals read both the Pikiran Rakjat and Kompas. The main attraction of the local paper for these readers was, indeed, its local items and they stated

that to the extent that the paper sacrificed this copy to duplicate Kompas, they would continue to read Kompas but would not longer find it useful to read the local paper.

The lesson of the results was that to survive and grow, local papers must concentrate on local events.

A second study dealt with the nature of the flow of information and influence and the mediation of local opinion leaders. The study focused on the Badujs, an isolated ethnic group in West Java. Believed to be descendents of Prabu Siliwangi, king of the medieval kingdom of Pradjadjaran, the Badujs live deep in forested mountains and maintain a distinct culture and religion.

The group consists of the inner core which has emphasized its isolation and an outer circle which serves as something of a buffer, having made some accommodations to the outside world. The latter group does have occasional communication with outsiders, although such visits are often followed by rites to purify the sites visited by the outsiders.

The community is kept together by an organization of influential families and their heads who jointly choose the "puun" who leads the community. Retired "puuns" act as educators, teaching youth obedience to tradition and local mores. Like the colonial government, the Indonesian government has been unsuccessful in attempts to bring the Badujs into participation in the national political life.

So far the only compromise has been an agreement by the inner-core Badujs to be counted in the census; they continue to hold aloof from elections since they feel it is the duty of the "puuns" to decide who is chosen to govern. The census participation itself was a major compromise, indicating that the group was willing to open their region to the outer world but was still unready to interact with that world.

Although the Badujs may be looked upon as an extreme example, a thesis study of the group illustrates that predisposition and good will are necessary antecedents to communication with such groups. Mass media are simply ineffective in such situations outside the larger towns and those wishing to communicate to and influence such groups must be prepared to use alternative, personal communication chains. Usually it is the community leader, whose authority may have no governmental sanction, who exerts influence and power. It is hard to say which sort of leader is dominant: religious or traditional family authority figures. Effective communication campaigns hinge on prior study of the individual locale, its history and traditions to determine the network of communication and influence within the community.

The lesson for university programs is that since the media's influence declines rapidly as one moves from the cities, they must train their students in use of informal and personal communication methods, not simply to become media practitioners.

Another study illustrates the potential of radio for bridging some of the communication gaps. This study was carried out in an isolated village of West Java where transistor radios had been introduced a year before. There were 510 families in the area and 114 were proud owners of sets. The radio had become a very real factor in the village's social life. The set was put in a place of honor within homes. Some owners carried their set to the fields with them during work hours and many took it with them when visiting friends. In these situations the radio tended to displace conversation, particularly if there was a program of traditional music. Most listening--54.5%--was done within the home but 30.7% of the respondents said that they listened in social situations.

Interviews at a village meeting disclosed that 741 persons who did not own a set said that they were direct listeners of radio messages through social contact with one of the 114 families owning sets. Thus there was an average of over seven listeners per set and over 30% of the population was reached directly by radio messages. If each of these listeners discussed radio messages with only four persons, the entire village population could be reached by a second-step flow.

Of those owning radios, 78% said that they acquired the set to have increased contact with the outside world--particularly for music. Only 25% said they thought the radio increased their occupational knowledge. These results suggest that this village was predisposed for change and to expand psychological identification with the outside world.

To summarize, these studies show that at present in Indonesia:

1. Newspapers are read primarily by intellectuals and middle class persons.
2. Readers use Djakarta papers for political information and local papers for news and advertisements from their own community.
3. Mass media are still in the early stages of development. As one moves from the large cities, newspaper circulation drops and the quality of printing facilities worsens. Indeed, often type supplies are so scarce that alphabetic substitutions--such as "f" for "t"--are sometimes made. Radio, which holds great promise, is only now becoming a real factor.

## Implications for University Programs

The conditions, situation and problems of a nation are the factors influencing the nature of curricula. Media being neither very widespread nor influential in Indonesia, schools of journalism or communication science in this country must put more stress on communication in general.

The purpose of Indonesia's journalism teaching programs is therefore to prepare people to become leaders, not just as journalists, but also as opinion makers in the role of public information officers for government and private institutions. Communication teaching is primarily directed toward a preparation for cooperation between decision makers and pivotal groups in local communities, cooperation directed toward national development programs.

Curriculum outlines for the various university programs are attached. The history of each school has influenced the content of the curriculum. If the head of the faculty or department is a journalist, the stress may be put on subjects such as editorial writing, layout, etc. If the head is an expert in public relations, that specialization will be stressed. If the program is a sub-division of another department or faculty, that subject will be stressed.

For example, when the School of Journalism at the Universitas Indonesia/Djakarta was part of the Faculty of Law, stress was put on legal aspects. Now that the program is a sub-division of the Faculty of Social Sciences, the social sciences are stressed.

The adaptation to the country's conditions and needs dictates a need for interdisciplinary approaches. The lack of experts and limited number of teachers may in the long run lead to a reorientation and reorganization of the groups of faculties. This could have an effect of creating systems of majors and minors within fields.

Supplement: Curriculum Outlines

Sub-Department of Journalism, for Social and Political Sciences, State University Gadjah Mada, Central Java. (Standard: 1971)

1st year: Introduction to Sociology, Introduction to Law, Introduction to Economics, Introduction to Political Science, Introduction to Indonesian Public Administration, National History, Indonesian Social History, Pantjasila (the State's philosophy), Journalistic English, Religion (Islam, Protestant, Catholic or Buddhism).

2nd year: Social Psychology, Indonesian Public Administration, Sociology of Indonesia, Introduction to Journalism, History of Journalism, Process and Effects of Journalism, Indonesian History of Journalism, Journalistic English, Indonesian, Religion.

3rd year: Social Education, Political Sociology, Government Relations, Press Journalism, Radio Production and Journalism, Public Relations, Mass Communication Research Methodology, Film Journalism, Publishing and Graphic Arts, Jobtraining, Seminar and Thesis.

4th grade: Development Economics, Defence Policy and State Security, Business Administration, Political and Social Movements, International Relations, Press Laws, Copyright, Advertising, Seminar and Survey.

5th grade: Studium Generale, Philosophy of Journalism, Ethics of the Press, Seminar, Thesis.

Sub-department of Journalism, Department for Social Sciences, State University, Universitas Indonesia. (Standard: 1969)

1st year: Introduction to Science, Introduction to Sociology, Social Anthropology, Introduction to Political Science, Introduction to Indonesia Law and Public Administration, Introduction to Economics.

2nd year: Indonesian Social Anthropology, Indonesian Public Administration, Indonesian Economics, Islamic Institutions, Social Change, Business Administration, English.

3rd year: Indonesian Sociology, Social Psychology, History of Western and Eastern Thought, English, Religion, Social Statistics, Elements of Journalism, Ecology and Demography.

4th grade: Sociology of Mass Communication, Media and the Law, Public Opinion, Propaganda and Psychological Warfare, Comparative Studies of Government Systems, Public Relations, Elements of Journalism Techniques, Research Methodology.

5th grade: Theories of Mass Communication, Radio, TV and Film Journalism, International Relations, Capita Selecta, Thesis.

School of Journalism, Sub-division of the Faculty of Social and Political Sciences, State University Hasanuddin/Celebes.

1st year: Introduction to Journalism/Communication Science, Introduction to Sociology, Introduction to Public Administration, Government System, Introduction to Law, Introduction to Economics, Philosophy, Principles of Accounting.

2nd year: Journalism, History of Mass Media, Social Psychology, Social Statistics, Cultural Anthropology, Journalistic Indonesia and Modern Indonesian Literature, English, Religion, Political Movements and Strengths.

3rd year: Principles of Mass Media Laws, Press Journalism, Film Journalism, Radio and TV Journalism, Psychological Warfare, Public Relations, International Relations, Social Research Methodology, Thesis.

4th year: Journalism and Media Systems (comparative study of different countries), Leadership and Public Opinion, Rhetorics, Capita Selecta and Case Studies, Human Relations, International Organizations, Development Economics/Political Economics, Field Research/Seminar.

5th year: Media Organization and Administration, Philosophy and Ethics of Journalism, Journalistic Psychology, Sociology of the Media, Graphic Arts, Seminar, Thesis.

Department/Faculty of Journalism/Communication Science, State University Padjadjaran Bandung. (Standard: 1971)

1st year: General/Basic knowledge: Indonesian Constitution, Introduction to Psychology, Introduction to Law, Introduction to Political Science, Introduction to Sociology, Introduction to Anthropology, Introduction to Economics, Religion (Islam, Protestant, Catholic, Hindu or Buddhism).
Journalism subjects: Introduction to Journalism/Communication Science.
Languages: Indonesian, English.

2nd year: General/Basic knowledge: Indonesian Constitution, Social Psychology, Bantjasila (the State's ideology), Anthropology of Indonesia, Philosophy of Religion.
Journalism subjects: Principles of Journalism, Principles of Public Relations, Problems of Communication Science.
Languages: (see above).

3rd year: General/Basic knowledge: Modern history and political geography, Philosophy, Political Sociology, Economics for Developing Countries, Social Research Methodology, Economics

for Developing Countries.
Journalism subjects: Radio, TV and Film Production, Audio Visual Journalism, Graphic Design and Production, Mass Media (comparative study), Reporting, History of the National Press, Advertising, International Public Relations, Job Training.
Languages: (see above).

4th grade: General/Basic knowledge: History of the National and South East Asian Political Movement, Logic and Argumentation, Parliamentary Procedure.
Journalism subjects: Philosophy of Communication Science, Development Support Communication, Foreign Press (seminar and discussions), Radio/Television Journalism, Propaganda and Publicity, Law of the Press, Press Marketing, Traditional Communication Techniques, Practicum.
Languages: (see above).

5th year: General/Basic knowledge: Government systems (comparison), International Relations and Politics, Industrial Sociology, Industrial Psychology, Business Administration, Sales and Promotion.
Journalism subjects: Information Management, Rhetorics, Sociology and Psychology for Mass Media, Publishing Management, Journalistic Expressions and Language, Labour Relations, Seminar/Research.
Languages: (see above).

6th year: General/Basic knowledge/Journalism: Diplomatic History and International Politics, Studium Generale, Research/Seminar.

Electives: German and French, Tourism, Documentary Film Production, Newsreel Production, Photo Journalism and Photography, Commercial Radio/TV and Film Production, Cartoons.

Number of students, alumnae, teachers at the Faculty of Communication Science of the State University Padjadjaran.

Students: 360 people
Teaching Staff:

| | | |
|---|---|---|
| Junior Assistants: | full time | 1 person |
| | part time | 25 persons |
| Senior Assistants: | full time | 4 persons |
| | part time | 15 persons |
| Junior Lecturers: | full time | 1 person |
| | part time | 12 persons |
| Senior Lecturers: | full time | 2 persons |
| | part time | 3 persons |
| Professors: | full time | - |
| | part time | 4 persons |

Ratio of full time : part-time teaching staff = 8:59 (1:7.3)

Ratio Teacher : Student - 1:9

| | | | |
|---|---|---|---|
| Number of alumnae 1960 - 1970 : | Master's Degree: | male students | 89 |
| | | female students | 8 |
| | Bachelor's Degree: | male students | 181 |
| | | female students | 33 |

# Communication/Journalism Education in

# REPUBLIC OF KOREA

By Dr. Keun-soo Lim

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Korean colleges began teaching journalism shortly after the country's liberation in 1945. Professor Kwak Bok-san founded a training center, then called Seoul Journalism Institute, in April, 1947. In 1950 journalism courses were introduced into the curriculum of the college of liberal arts and sciences of Seoul National University (SNU) and three years later Yonhi University began offering An Introduction to Journalism.

Independent departments of journalism followed: Hongik College in 1954, Chungang University in 1957, Hangyang University in 1963, a two-year program at Sorabol Arts College in 1964, Korea University and Kyonghi University in 1965, Ewha Woman's University in 1960, Sungkyun-kwan University in 1967, Sogang University in 1968 and now Pusan Hansong College has one.

Two of these departments, at Hongik and Sorabol Colleges, were subsequently abolished.

At the present time there are seven four-year programs and one two-year program, making Korea a leader in the number of programs.

In 1964 a newspaper research institute was inaugurated under the management of the Korea Newspaper Editors' Association.

In 1963 a press research center was established at SNU and in 1964 the Korea Newspaper Editors' Association inaugurated a newspaper research institute. The latter provided practical training to cub reporters while the SNU program provided a one-year course for working journalists and students. This developed, in 1968, into SNU's Graduate School of Mass Communication, a professional school offering both an M.A. and a research course.

Similar programs were established by Chungang University in 1968 and by Korea University in 1970. Now all universities have graduate schools admitting working journalists for study and research.

The content of journalism education in Korea has much in common with university programs in the U.S. The program of each university has unique characteristics and specializations. The required and elective subjects of the various programs are detailed below.

K. nghi University: A total of 125 credits are required.

Freshman year: history of Korean newspaper and broadcasting, introduction to journalism.

Sophomore year: introduction to sociology, history of newspapers, outline of mass communications, writing techniques, public relations, photography, newspaper English, English writing, comparative newspaper, newspaper editing, principles of broadcasting, broadcasting production, speech.

Junior year: social psychology, effects of mass communication, social law, methodology of surveying, literary criticism, advertising, drama and movie, English writing, editorial, newspaper editing, news paper practice, broadcasting programming, broadcasting seminar, broadcasting production, practical broadcasting, direction and script.

Senior year: mass culture, ethics and codes of journalism, management of newspaper and broadcasting, current comments, current English, mass communication, practical newspaper reporting, broadcasting seminar, and practical broadcasting.

Korea University: 123 credits required.

Freshman year: introduction to journalism, introduction to sociology.

Sophomore year: introduction to broadcasting, mass communication, history of newspaper, news coverage and reporting, writing style, current English, photography, practical photographing, social psychology, English.

Junior year: ethical codes for newspaper and broadcasting, English, public relations, social statistics, European and American journalism, comparative journalism, publication, magazines, introduction to drama, broadcasting programming, script and direction, and broadcasting music.

Senior year: management of broadcasting and newspaper, analysis of effects of mass communication, English, newspaper editing, editorial and article writing, broadcasting production, broadcasting techniques, and practical broadcasting.

Sogang University: 133 credits required.

Freshman year: mass media and types of culture, mass communication, psychology and mass media, theory and practice of mass communication, audio-visual materials and their use, theory of audio-visual communication and how to study it, types of drama, history of oriental drama, history of western drama, history of Korean newspaper, history of Korean movie, drama, and TV, news writing, English news writing.

Sophomore year: comparative journalism, journalism and communication, electronic journalism, methodology of journalism research, introduction to drama, make-up, drama writing, speech and action in drama, drama direction, stage planning, movie literature, analysis of modern movie, elementary movie production, movie production workshop, scenario writing, documentary movie, introduction to broadcasting,

elementary radio programming, elementary TV programming, advanced radio programming, radio and TV script, principles of photography, advertising and public relations.

Sungkyunkwan University: 144 credits required.

Freshman year: introduction to politics, outline of mass communication, sociology.

Sophomore year: introduction to journalism, introduction to broadcasting, history of mass communication, news reporting, introduction to advertising, photographic reporting, outline of politics, English.

Junior year: journalism law, public relations, history of Korean newspaper, broadcasting, newspaper editing, radio programming, TV programming, management of newspaper and broadcasting, movie, mass communication II, social psychology, second foreign language III, current English 1, English.

Senior year: comparative journalism, news comments, public relations, methodology of social surveying, magazines, advertising psychology, mass communication III, second foreign language IV, current English, English.

Ewha Woman's University: 86 credits required.

Freshman year: introduction to journalism, news reporting.

Sophomore year: modern journalism, photographic reporting, newspaper English, movie.

Junior year: theory of mass communication, introduction to radio and TV, magazine publishing, public relations, current happenings, methodology of surveying, broadcasting production, practical newspaper publishing.

Senior year: history of Korean newspaper, history of American newspaper, current English, practical newspaper publishing, practical radio broadcasting, advertising, TV production, modern broadcasting, ethics and codes of journalism, social psychology, newspaper and law.

Chungang University:

Freshman year: outline of law, introduction to politics, sociology.

Sophomore year: mass communication, history of Korean newspaper, history of foreign newspaper, principles of journalism, broadcasting, news writing, magazine publishing, introduction to literature, economics.

Junior year: public relations, international communications, movie, current English, social psychology, photographic reporting and practice, newspaper editing.

Senior year: interpretative reporting of current affairs, mass communication, survey and analysis of mass communication, current English, editorial writing practice, practice in newspaper and broadcasting.

Hanyang University: 86 credits required.

Freshman year: introduction to journalism, history of Korean newspaper.

Sophomore year: English, current English, news coverage and reporting, photography, news writing, newspaper management, advertising, broadcasting, educational broadcasting, public relations, social psychology, statistical surveying.

Junior year: English, current English, broadcasting programming, photograph editing, contemporary review, advertising, newspaper designing and editing, mass communication, comparative journalism, methodology of social surveying.

Senior year: current English, practical broadcasting, printing, management of broadcasting stations, journalism law.

The subjects listed above are considered necessary for students to learn the practical knowledge of journalism as a profession. It will be noted that the number of required credits varies from school to school, constituting from half to three-fourths of a student's total units as an undergraduate.

The faculties for the universities at present number:

| | |
|---|---|
| Kyonghi University | 5 professors |
| Korea University | 3 professors |
| Sogang University | 4 professors |
| Sungkyunkwan University | 2 professors |
| Ewha Woman's University | 6 professors |
| Chungang University | 4 professors |
| Hanyang University | 5 professors |
| Seoul Nat'l. University | 8 professors |

Leading professionals are invited as lecturers. Most professors majored in politics, English literature, psychology, sociology or Korean literature. Only three or four majored in journalism but three-fourths do have experience as working newsmen on newspaper or broadcasting staffs. Two-thirds hold degrees from foreign universities.

The normal teaching load is four subjects, including practical training courses. Most professors are young and have the spirit of pioneers.

## Problems

"Why did you apply for journalism?"
"I want to devote myself to a free press as a newspaperman."
"That's good."

Everytime we professors of journalism interview entering freshmen we feel gloomy. After teaching them for four years, we are heart-broken.

Every year the eight vernacular dailies, four broadcasting stations, three news agencies and two English language dailies in Seoul each select about 10 new reporters. Thus some 170 new reporters are hired annually and when the financial newspapers and provincial newspapers are added, the number of openings increases. But the question is how many of these positions will go to the graduates of the seven university journalism programs, each of which produce about 30 students per year? The answer to that question is the cause of our heartbreak.

Today college education has a unique duty to adapt knowledge to real use and social participation by professionals in various fields. This is particularly true in a country such as Korea that is in the midst of modernization.

In the case of the natural sciences the problem, perhaps, is not so big. But for the social sciences--especially in journalistic fields--the problem is grave.

We have enough students majoring in journalism but the news media managers want so-called "elites" from all fields. This violates common sense for a newspaperman, like a doctor, lawyer or a judge, must be a professional.

It is evident to Korean journalism educators that professionalization requires professional knowledge and techniques. But media executives in Korea today disregard this in their recruitment programs. It is desirable that they hire trained men rather than untrained aspirants and in this respect priority should be given to journalism graduates. This in turn will facilitate healthy growth of Korea's press but it is possible only if leading journalists and publishers take a far-sighted view.

## A Brief History of Mass Communication Research in Korea

Before World War II most Korean pioneer scholars in the study of mass communication had been influenced by Germany's "Zeitungswissenschaft," as were Japanese scholars. The concept of mass communication research was first introduced in Korea in the late 1950's several years later than in Japan. The initial stage of the study started with the introduction of sociological approaches such as the theory of functions and disfunctions of mass communication.

Journalism departments of several universities then began to give students lectures on mass communication and some periodicals began to carry articles on mass communication. However, these pioneer scholars merely focused their concern on the historical study of mass communications, press freedom and social responsibility or the functional relationship between political power and the press. Until 1963 no scholars centered their study on the mass communication process, mutual relationship between communicator and communicatee or positive effect analysis. At that time several sociologists conducted research

projects on the rural populace's contact with mass media to examine the rural populace's way of thinking and changes of their sense of value. The scholars studied the development of Korean society.

In 1965 Dr. Park Yu-bong, who studied in Germany, authored "Mass Communication" in Korean. The theory of mass communication was introduced from the United States in 1966 when Emery's "Introduction to Mass Communication," was translated into Korean and a Korean edition of C. Wright's "Mass Communication" was published. In 1970 Dr. Kim Kyu-whan, dean of school of Mass Communication, Seoul National University, translated Schramm's "Mass Communication."

During the late 1960's, the Journalism Research Institute of Seoul National University, founded in 1963, began to conduct positive studies on mass communication in Korean society and brought about some valuable accomplishments on content analysis. The Korean scholars utilized the basic research methods of Lasswell and Berelson and produced several organized and objective research methods on content analysis.

In addition to the Journalism Institutes' activities, other universities conducted audience surveys of Seoul dailies and broadcasting stations, marking great progress in the study of mass communication.

Recently, the number of U.S.-educated researchers in the field of mass communication has gradually increased. At the present there are more than 10 who teach at schools of journalism and broadcasting in universities while another ten work with newspapers and broadcasting stations. Although all of the researchers did not major in mass communication as a social science, most of them are attempting to study comprehensive mass communication processes.

## Some Problems in Journalism Research in Korea

The history of education and research in journalism in Korea is not long, covering only 20 years. Prof. Kwak Pok-san opened the Seoul Journalism Institute in 1947. However, eight universities and colleges now have journalism departments, four journalism research institutes and a considerable number of journalism students, many of whom have gained the M.A. degree. These facts suggest that research in journalism has made great progress in a short time in this country. The Graduate School of Mass Communication was opened at Seoul National University a few years ago. Considering the many books on journalism published within several years together with the theses and seminars in this field, it cannot be denied that research and education in journalism has somewhat advanced.

But, reality does not warrant optimism. There are a number of problems and obstacles to be corrected on the road to journalism studies.

Before proceeding to the main issue, one thing must be made clear--the boundary of journalism as a science. As is generally known,

journalism originally was synonymous with newspaper study in Germany and the United States, but now as mass communication science, the bounds have been expanded to include broadcasting, publishing and film, etc.

Today journalism is generally used to describe "mass communication science" in a broad sense in Korea.

Now, what are the most urgent problems in the study of journalism in this country?

First, as every country, it must be pointed out that journalism is confronting a basic problem which is unique to social science. Social science is often defined as "a science to accumulate systematic theories which are available through observing and analyzing objectively every phenomenon in human society." As it were, it is a science to pursue objective and scientific theory, or rule, through rational and empirical observance and contemplation.

Compared to natural science, however, the history of social science is brief. Moreover, in social science, it is nearly impossible to establish absolute exactness, minuteness and invariable rules as in natural science, because the objects of study are man, a mental existence which is a highly complicated organic substance, and various phenomena of human society.

So, in journalism studies, a scientific methodology needed to realize objectivity and exactness is the biggest problem. When observing the general trend of journalism studies in the world, it is evident that two major trends prevail--the theoretical method of European scholars and the approach based on social survey favored by U.S. scholars. The former is, of course, a speculative or cultural scientific method which has developed in German academic circles. The positive methodology in England and France is also very significant one, even though somewhat different from both the American approach and the German way of learning.

It is not easy to judge which is the more suitable method for journalism studies or which method is more objective. And it is very dangerous to cling to only one method, insisting that only that method is right. Though it is important for a scholar to have confidence in a method which he thinks right, he needs to consider and judge the other methods in a constructive way. Without such a generous attitude, a scholar is very apt to fall into a dangerous dogmatic trap in conducting academic researches.

Reflecting the trend of all social sciences of the past in Korea, one will surely find such a dogmatic stubbornness. In this context, journalism itself is no exception.

It is dangerous to be prejudiced against either of the contending methods as journalism in Korea is still in a stage of search for independent direction, adopting and digesting various advanced methods and assumptions of other countries.

But, as is the same with all of the other social and humanities sciences, the orthodox theoretical method is required in journalism studies as a foundation for further systematic research.

All modern sciences originated from conventional and orthodox philosophy, history, economics and sociology.

It doesn't mean that the U.S. approach, chiefly based on social survey, has no value to be adopted. To some extent, the method is necessary in journalism studies and has its own merits and it is not reasonable to reject the method outright. However, it is dangerous to believe that it is the only method in journalism studies and that the others are all dogmatic.

Because the approach is based chiefly on social survey it has fundamental defects. No matter how exact and scientific a social survey may be, it cannot but lack universality as long as it is a survey against models. Moreover, no one can be sure that respondents expressed what they had deep in their minds. Prof. Lee Man-kap pointed this out when he said, "Opinion is not evaluation itself, but an attitude," at a symposium on "Methodology in Social Survey" last year in Seoul.

Secondly, social survey in this country encounters a more serious problem on account of the peculiar social situation. In a word, as the level of public intelligence is low, validity of social survey has a considerable limit and can be restricted by the social norm. Therefore, it is questionable how much credibility and objectivity the numerical outcome of a social survey has.

Nevertheless, as has been mentioned above, the method of social survey based on numerical statistics is acceptable as a subsidiary method in order to confirm how objective research has been. But another problem arises when trying to prove objectivity with figures. The problem is that the surveyer cannot get rid of preconceived ideas or his own evaluation as he is a subjective man himself.

Therefore, a very scientific attitude and extreme caution are required on the part of surveyor all through the course of planning and conducting a social survey and analyzing its numerical outcome. Anyway, though it cannot be denied that the method of social survey has been much used in many newspapers and broadcasting stations and many materials for journalism studies have been made, it is also true that numerous faults have been made on account of poor skill and the conscious fabrication of figures in some cases.

A second problem in journalism studies in Korea is the delay in making available the latest books and results of research of advanced countries.

This is a common problem among scholars of all sciences in this country but the problem is more serious in journalism studies. One reason for the shortage of materials may be attributed to the short history of the field but this in turn means that more foreign books and accomplishments are desperately needed.

I do not mean that we Korean scholars should blindly follow all foreign scholars. A direction of journalism studies fitting into the Korean situation should be searched for. Numerous materials acquired from inquiring into Korean society will be also needed in the course of pursuing a new direction.

In this context, the problem of collecting and adjusting various materials connected with journalism studies, which are scattered here and there, emerges as an urgent issue. A few scholars have made positive efforts toward this end in recent years, but most scholars are still indifferent to this important issue. However, they cannot be blamed for their indifference as a program of such large scale can be carried out effectively only by public organizations such as schools, research institutes and libraries.

Though understanding the Korean situation is an important process in searching for an effective method of journalism studies, accomplishments of foreign scholars are also indispensable. Mistakes cannot be avoided if either of the two elements is regarded as absolutely better.

The third problem is that, as mentioned before, the boundary of journalism should be broadened from a mere science of newspaper in a narrow sense to mass communication science in a broad sense. All the mass communication media have been improved beyond description in accordance with the development of technical sciences. Of late, something called the video industry has started and it is expected to exert a tremendous influence upon mass communication. But in Korea research in mass communication media other than newspaper has scarcely been made. Needless to say, in order to make a study into all the communication phenomena in human society, it is clearly indispensable to expand the boundary of mass communication science to comprise all mass communications and personal communications.

As the fourth problem, co-operation with the other sciences are needed. All the communication phenomena happening in the human society are so complicated that they cannot be observed from any one side. Communication phenomenon cannot be understood properly without applying other sciences such as economics, politics, history, anthropology, sociology, psychology, law, demography, or folk-lore.

In other words, a communication phenomenon is not independent from other social phenomena, but is closely related with them. Besides, when

a trend of interdisciplinary research seems to be prevailing in the contemporary academic circles of social and humanities sciences in other countries, it cannot but be deemed a serious problem that one can see invisible walls between the different sciences in Korea.

The fifth problem is the improvement of the method of seminars. Many seminars have been held both in academic circles and business circles. It is commendable to have sincere discussions, but the method of conducting such meetings should be re-considered.

In most cases, seminars do not have any more significance than a sight-seeing tour for two or three days. Papers released at seminars are published in a volume without being corrected. Nothing more than commonsense can be expected to be gained at such a meeting.

The sixth problem is producing professors and scholars of journalism. The number of specialists is apparently insufficient, considering the development of mass communication media already acquired.

The seventh and the last problem is distribution of relevant books and data, and raising research funds. The number of books kept by journalism departments in universities and research institutes is too few to be made known here.

# Communication/Journalism Education in the

# PHILIPPINES

By Dr. Crispin Maslog

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Very little has been written about communication and journalism education in the Philippines. A research piece on this subject, therefore, has to start from scratch.

First of all, it is not known exactly how many communication or journalism schools there are in this country. Most communication educators themselves haven't heard of more than four or five.

The Philippine Press Institute[1] lists 12 schools or departments of journalism (excluding the department of agricultural communication at the College of Agriculture, University of the Philippines). Only seven of these schools or departments, however, could supply catalogues about their programs. The rest told the author that they were still revising their curricula.

Of the seven whose catalogues were studied, I was able to interview the heads of only four--the Institute of Mass Communication at the University of the Philippines, Ateneo de Manila University, University of Santo Tomas and Lyceum of the Philippines.

We had too limited a time to be able to interview the heads of all the schools, or to send out a questionnaire.

I would like to thank the four heads who gave of their time for these interviews--Dr. Josefina Patron, chairman of Ateneo's department of communication, Dean Gloria Feliciano of the U.P. Institute of Mass Communication, Dean Vicente Coloso of the Lyceum School of Journalism, and Mrs. Piedad Guinto Rosales, assistant dean, and Mr. Felix Bautista, consultant in journalism, of the U.S.T. Faculty of Arts and Letters.

I would also like to acknowledge the financial support from the Ford Foundation that enabled me to gather the materials and conduct the interviews in Manila for this paper.

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[1] Philippine Mass Media Directory, 1971. Manila: Philippine Press Institute. See p. 102.

Finally, I wish to thank the East-West Center, Honolulu, Hawaii, for providing the occasion for writing this paper, a two-week seminar in Honolulu for Asian communication and journalism teachers.

## Developmental History

Communication and journalism education in the Philippines is still in its infant stage, although the first journalism school was set up by the University of the Philippines in 1919.[2] One reason for the slow development of journalism education in the Philippines, as in the United States, is the disdain, indifference and suspicion that the practicing journalists have had for journalism schools and their graduates.

Journalism cannot be taught in school, the old timers in the newspapers used to say. "Between a journalism graduate and a high school graduate, we would prefer the latter, because he does not have much to unlearn," the old timers also used to say.

Journalism education in the Philippines got its start in 1919, when Dean Conrado Benitez of the University of the Philippines, asked an American, Walter Wilgus, to come and develop a journalism curriculum in the university. The school did not last long because the U.P. president displeased a legislator who eliminated the budget for journalism education.[3]

After this short-lived school of journalism at U.P., there were only isolated journalism courses under English departments until 1936. That year the University of Santo Tomas established a journalism major within the Faculty of Philosophy and Letters, offering the degree of bachelor of literature in journalism (Litt.B.).[4]

The Faculty of Philosophy and Letters was founded by U.S.T. in 1898. In 1964, it was merged with the College of Liberal Arts under the name of Faculty of Arts and Letters, which now offers the degrees A.B. in journalism and A.B. in communication arts.[5]

U.S.T.'s journalism program is the oldest surviving journalism program in the country. But there were other attempts at journalism education in the country by such schools as Far Eastern University, Philippine Christian College, Philippine Women's University, and De La Salle College. These programs came and went--and some came back again.

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[2] From an unpublished manuscript by John A. Lent on the Philippine mass media in the reading room of the Silliman School of Journalism and Communications.

[3] Ibid.

[4] Ibid.

[5] Information given by the U.S.T. Faculty of Arts and Letters catalogue, 1970-71, p. 21.

Meanwhile, journalism education was revived at the University of the Philippines under the English department which offered a bachelor of philosophy or bachelor of arts degree for journalism majors.

Journalism education in this country continued to be haphazard and half-hearted in the years immediately following World War II. I still remember the days when I was a journalism student at the University of Santo Tomas. Most, if not all, of our journalism professors were teaching part-time because they were full-time newspapermen first. And I remember vividly that most of the time they came to class unprepared to lecture. They usually ended up talking about their work in the newspaper. This anecdote telling is good up to a point, but it can never replace a well-prepared lecture.

Even today, schools of journalism in Manila, like those at U.S.T. and Lyceum of the Philippines, continue to rely only on part-time professors to teach their courses, and on part-time consultants to run their journalism program. These part-time journalism professors and part-time consultants, needless to say, give only part-time commitment to their schools and their students.

In terms of journalism graduates employed by the mass media, the situation in the years immediately after the last war was not heartening, either. Most of the newspapermen staffing the Manila papers after the war were not journalism graduates.

In 1947, Unesco reported on journalism education in the Philippines:

> Only a small percentage of the editorial staff members are graduates of colleges of journalism or have passed special examinations. Most of them are young men and women with ordinary high school certificates or university degrees entering the profession as apprentices and learning the trade as they work. The technical proficiency of most of the reporters, subeditors and other editorial staff members of Philippine newspapers is adequate, but on the whole they lack the necessary general technical background to be qualified journalists by European or American standards.
>
> There are now a great many private schools, universities, and colleges in the Philippines, but only very few specialize in journalism, advertising or publicity subjects. There are no particular conditions of apprenticeship; promotion depends entirely upon efficiency.[6]

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[6] Unesco, Press, Radio and Film: Following the Survey in Twelve War-Devastated Countries, Unesco, Paris, 1947.

## Communication and Journalism Education Today

Today the situation is changing. First, there has been an expansion of the curriculum--from journalism to the broader field of communication.

More communication and journalism graduates are getting into the mass media. The publishers and owners of the mass media are recognizing the importance of a communication or journalism education for their workers.

The editor of the Manila Times and the managing editor of the Philippines Herald have master's degrees in journalism from American schools. The editor of the Manila Chronicle has been a Nieman fellow at Harvard.

The establishment of the Philippine Press Institute in 1962 contributed greatly to the upgrading of the journalism profession in the Philippines and to the refurbishing of the journalism educator's image. The PPI has led the way in conducting seminars and institutes for working journalists and sending them abroad on various training programs. The PPI, in other words, has made journalism education respectable in the eyes of the hard-nosed working newspapermen in this country.

There are now more full-time journalism educators, especially at U.P., Ateneo de Manila and Silliman University.

The 12 schools or departments of journalism and communications listed by the Philippine Mass Media Directory are listed in Table I together with the Department of Agricultural Communication at the College of Agriculture, University of the Philippines, which I count as a separate unit, for a total of 13. Schools offering one or two journalism courses as electives under English departments are not included.

Table I - Schools and Departments of Communication and Journalism

| | University | Unit and When Established | Degrees Offered | Area of Emphasis or Strength |
|---|---|---|---|---|
| 1. | University of the Philippines | Institute of Mass Communication - 1965[7] | A.B. in Journalism<br>A.B. in Broadcast Com.<br>M.A. in Journalism<br>M.A. in Broadcast Com.<br>M.A. in Communication | Metropolitan journalism, mass communication theory, research, & public service |
| 2. | Silliman University | School of Journalism and Communications - 1966 | B.J.<br>A.B. in Creative Writing-Journalism<br>Minor in Journalism for B.S.E. & M.A. students | Community journalism (newspaper and radio) |
| 3. | Ateneo de Manila University | Department of Communication<br>Graduate Program - 1966<br>Undergraduate Program - 1968 | A.B. in Communication<br>M.A. in Communication<br>Concentration on:<br>Radio-TV Film<br>Theater Arts | Developmental communication, theater and film arts |
| 4. | U.P. College of Agriculture, Los Banos | Department of Agricultural Communication | B.S. in Agri. Com.<br>M.S. in Agri. Com. | Agricultural communication |
| 5. | University of Santo Tomas | Faculty of Arts & Letters - 1964[8] | A.B. in Journalism<br>A.B. in Communication Arts | Metropolitan journalism, advertising, public relations |
| 6. | Lyceum of the Philippines | School of Journalism - 1952 | B.S. in Journalism<br>A.B. in Journalism | Metropolitan, nationalistic journalism |
| 7. | Far Eastern University | Institute of Arts - 1934 | A.B. in Communication<br>Major in theater arts, speech arts, mass communication | Speech and theater arts |

[7] Although the Institute of Mass Communication was set up in 1965, the first journalism school in U.P. and in the Philippines was established in 1919, according to a survey by John A. Lent. See footnote No. 2.

[8] The new journalism and communication program at U.S.T. is under the newly created Faculty of Arts and Letters (1964), which is a merger of the former Faculty of Philosophy and Letters and College of Liberal Arts.

Table I - continued

| | University | Unit and When Established |
|---|---|---|
| 8. | Central Escolar University | College of Liberal Arts |
| 9. | Maryknoll College | Department of Communication Arts |
| 10. | Philippine Women's University | College of Liberal Arts |
| 11. | St. Paul's College | College of Liberal Arts |
| 12. | St. Theresa's College | School of Journalism and Communication Arts |
| 13. | San Beda College | Department of Communication Arts |

Many schools without mutual consultation, have developed fields of interest or specialization. It is interesting to note that of these 13 schools or departments of communication and journalism, only one is located outside the Manila area--the School of Journalism and Communications at Silliman University. Because of this location, Silliman decided to specialize in community journalism (newspaper and radio).

In a country where the community press is notoriously weak in comparison to the metropolitan press, the Silliman School of Journalism and Communications sees its mission as the improvement of community journalism in the Philippines.

To achieve this goal, Silliman tries to produce journalism graduates oriented to working with the community press, cooperates with the Philippine Press Institute in conducting seminars and workshops for community newspapermen, and conducts research in the area of the community press.

The University of the Philippines' Department of Agricultural Communication is located at U.P.'s College of Agriculture campus in Los Banos, Laguna, a small town two hours by bus from Manila. This department specializes in agricultural communication.

The Institute of Mass Communication, on the main campus of the University of the Philippines in Diliman, Quezon City, has developed its program in mass communication research, theory and public service.

Like two other schools in the Manila area, U.S.T. and Lyceum, U.P. seems to be concentrating on turning out journalism and broadcast communication graduates for the metropolitan mass media.

Ateneo de Manila University, perhaps because of the kind of faculty it has, has specialized in theater and film arts. It has defined its goal as the "cultivation of critical and creative insights necessary for leadership in the areas of theater arts and mass communication in a developing Philippine society."[9]

Lyceum likes to think of itself as wed to the goal of nationalism--in line with the nationalistic sentiments of the founders and owners of the school, the late President Jose P. Laurel and family. The main aim, as stated by some of their administration officials, is to produce nationalistic journalists.[10] Lyceum was the first journalism school in the Philippines to offer Tagalog journalism as a course, in 1952. It was followed by the University of Santo Tomas.

Only two schools offer graduate courses in journalism and mass communication--U.P. and Ateneo, having an average of 50 and 40 students per semester, respectively. Table II details enrollment and staff figures of schools providing information.

The quality communication and journalism schools are reputed to be those at the University of the Philippines, Silliman University, and Ateneo de Manila University. The giant among all these schools, in almost all aspects--enrollment, faculty, facilities, resources and quality--is the Institute of Mass Communication at U.P.

The Institute is now housed in a million-peso communications building appropriately named after Marcelo H. del Pilar, the great Filipino journalist and propagandist of the Philippine Revolution of 1896.

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[9] According to the Ateneo de Manila University catalogue, 1970-71, p. 95.

[10] Dean Vicente Coloso, interim dean of the School of Journalism in Lyceum, told this writer so in an interview last May 24, 1971.

Table II - Enrollment & Faculty of Some Communication/Journalism Schools

| Unit | Average Enrollment[11] | | Faculty | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | | Degrees[12] | | |
| | Grad. | Undergrad. | Full time | Part time | Total | Ph.D. | M.A. M.S. | B.A. B.S. |
| Institute of Mass Communication, U.P. | 50 | 190 | 21 | 17 | 38 | 2 | 6 | 8 |
| School of Journalism & Communications, S.U. | | 40 | 2 | 4 | 6 | 1 | 2 | 3 |
| Dept. of Communication, Ateneo | 40 | 65 | 2 | 6 | 8 | 2 | 5 | 1 |
| Faculty of Arts & Letters, U.S.T. | | 230 | 0 | 9 | 9 | 0 | 2 | 7 |
| School of Journalism, Lyceum | | 275 | 0 | Indefinite | | 0 | | |

The Institute has new facilities--air-conditioned faculty offices, its own library, radio and television studios, and lounging areas. It has 21 full-time faculty members, led by two Ph.D.'s in mass communication. The reason for this affluence is the fact that the University of the Philippines is a state university, and is helped by Unesco. The other universities offering communication courses (the College of Agriculture at Los Banos excluded) are all private universities and have limited resources.

Communication/Journalism Curriculums

The liberal arts-versus-professionalism debate, once a burning issue in American journalism education, has never been a hot issue in the Philippines, perhaps for the simple reason that nobody debates with anybody on the subject of journalism education here. Journalism

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11 These figures are rounded off, based on the previous semester's figures.

12 These figures for U.P. are based on the 1968-69 catalogue and are incomplete.

educators just decide to set up their journalism or communication curricula, consulting perhaps two or three catalogues from other schools. Thereafter nobody pays any attention to them--neither their co-educators, nor the mass media people.

The question, therefore, of what kind of education to give journalism students--a broad liberal education or a technical education--seems to have been resolved without having been debated. A look at the curricula of some communication and journalism schools in the Philippines will show that the schools have settled for a compromise--about one-third technical and two-thirds liberal arts.

The percentage of journalism (technical) units in the curricula of seven communication/journalism schools are detailed in Tables III and IV. The percentage of technical units ranged from 25 per cent to 37 per cent.

Table III - Curriculum of Some Communication & Journalism Schools (Undergraduate Only)

| Schools | Total units* | Journalism Major Units | | | | General units |
|---|---|---|---|---|---|---|
| | | Required | Elective | Total | %** | |
| Silliman B.J. | 143 | 24 | 9 | 33 | 25 | 110 |
| Ateneo A.B. Communication | 144 | 24 | 15 | 49 | 35 | 105 |
| U.S.T. A.B. Com. Arts | 166 | 45 | | 45 | 28 | 121 |
| U.P. A.B. Broadcast Journ. | 146 | 44 | 9 | 53 | 37 | 93 |
| A.B. Journalism | 146 | 35 | 6 | 43 | 30 | 105 |
| Lyceum B.S.J. | 142 | 42 | | 42 | 31 | 100 |
| A.B. Journalism | 133 | 33 | | 33 | 25 | 100 |
| F.E.U. A.B. Communication major in speech arts | 142 | 51 | | 51 | 36 | 91 |
| major in theater arts | 142 | 51 | | 51 | 36 | 91 |
| major in mass com. | 142 | 51 | | 51 | 36 | 91 |

* This does not include Physical Education and R.O.T.C. units (8 for men, 4 for women). All figures in this table are based on the most recent catalogues from these schools.

** This is the percentage of major units in the total curriculum.

For example:
Silliman requires 143 units for graduation with a bachelor's degree in journalism (excluding ROTC and P.E.). Only 33 units, or 25 per cent of the total, are journalism subjects.

U.P. requires 146 units for graduation with an A.B. in journalism. Only 43 units, or 30 per cent of the total, are journalism subjects.

Table IV - Curriculum of Some Communication & Journalism Schools (Undergraduate Only)

| Schools | General units* | Breakdown of General Units | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Eng. | Soc. Sci. | Span. | Math. | Nat. Sci. | Religion | Humanities | Gen. Elect. |
| Silliman University | | | | | | | | | |
| B.J. | 110 | 19 | 39 | 12 | 6 | 10 | 6 | | 12 |
| Ateneo de Manila | | | | | | | | | |
| A.B. Communication | 105 | 18 | 11 | 12 | 6 | 16 | 16 | 16 | |
| University of Santo Tomas | | | | | | | | | |
| A.B. Com. Arts | 121 | 27 | 42 | 12 | 6 | 16 | 15 | 3 | |
| A.B. Journalism | 127 | 27 | 48 | 12 | 6 | 16 | 15 | 3 | |
| University of the Philippines | | | | | | | | | |
| A.B. Broadcast Journ. | 93 | 15 | 24 | 12 | 6 | 6 | | 3 | 27 |
| A.B. Journalism | 105 | 15 | 27 | 12 | 6 | 6 | | 3 | 27 |
| Lyceum of the Philippines | | | | | | | | | |
| B.S.J. | 100 | 24 | 36 | 12 | 6 | 10 | | 9 | |
| | | 3 speech | | | | | | | |
| A.B. Journalism | 100 | 24 | 30 | 12 | 6 | 16 | | 9 | |
| | | 3 speech | | | | | | | |
| Far Eastern University | | | | | | | | | |
| A.B. Communication | | | | | | | | | |
| major in speech arts | 91 | 21 | 21 | 12 | 6 | 16 | | 9 | |
| major in theater arts | 91 | 21 | 24 | 12 | 6 | 16 | | 9 | |
| major in mass com. | 91 | 21 | 24 | 12 | 6 | 16 | | 9 | |

* This does not include Physical Education and R.O.T.C. units (8 for men, 4 for women).

U.S.T. requires the biggest number of units--166 for an A.B. in journalism (including 15 units of religion). Of these, 39 units, or 25 per cent of the total, are journalism or communication subjects.

F.E.U., perhaps, has the highest percentage of communication subjects required of its majors. Out of 142 units required for an A.B. in communication (mass communication major), 51 units are in the major field--or 36 per cent.

## Journalism Vs. Other Professional Courses

To get an idea as to how technical or theoretical the journalism curriculum at Silliman is, I compared the journalism curriculum with the non-professional and professional curriculum at Silliman.

In Silliman, the student working for an A.B. in biology has to take 26 per cent of his total units in his major. The chemistry major has to take 21 per cent of his total units in his major. A few other fields in the College of Arts and Sciences require a smaller percentage of the total units to be taken in the major field: anthropology, economics, political science, psychology and sociology, where the percentage range from 18 to 20.

In the journalism curriculum at Silliman, as mentioned earlier, journalism subjects compose 25 per cent of the total requirements.

Compared to the professional courses, like nursing, engineering, music, education and law, however, journalism is less exacting in terms of major requirements. For example, students aspiring for a bachelor of music degree (major in composition) has to complete 58 per cent of his total units in his major field. The student aspiring for a bachelor of civil engineering degree has to complete 54 per cent of his total units in his major field. For a bachelor of science in nursing, 51 per cent must be in the field. For a bachelor of laws, 50 per cent.

These figures indicate that although journalism is a professional course, it is more akin to the liberal arts courses than to the professional courses. Journalism educators as well as practitioners now realize that a journalist has to have a broad liberal education if he is to be able to function as reporter and interpreter of the world around him to his audience.

## Problems of Communication/Journalism Education

The most common problem of these communication and journalism schools or departments is the lack of facilities. Only the University of the Philippines, because of Unesco aid in getting equipment, does not have this problem.

The consultant for journalism[13] at U.S.T. told this writer that his school lacks facilities for practical training. All they have is a small radio studio. He said newspapers and other mass media in the city are reluctant to accept their interns, because of the responsibility involved in case of accidents.

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[13] Felix B. Bautista, in an interview with this writer May 22, 1971.

The interim dean of the Lyceum School of Journalism[14] said that because his school is privately owned, and relies mainly on tuition fees for its income, it cannot afford to acquire the expensive equipment needed for the journalism students.

Even Ateneo, a private school that gets grants from Ford and other agencies for its educational program, complained of lack of facilities for its radio, television and film students. The school has working arrangements with outside agencies, like commercial television stations, and the government-owned National Mass Media Production Center, for the training of its students. But the Ateneo communication department head stressed that this is not the ideal arrangement.[15] Under this setup, the department has to adjust to the schedules offered by the outside agencies. If the school owned the facilities, there would be no problem of scheduling.

Silliman has partially solved the problem of facilities. It is lucky to have a radio station, DYSR, affiliated with it. Although DYSR is a separate legal entity, it works closely with Silliman University. The station manager is a faculty member of our school, and the school makes use of the station's facilities for training radio students. The student newspaper, a weekly, is used as a laboratory for the students.

A group of faculty members in the school pooled private resources and organized a community newspaper in Dumaguete City, the Negros Express. This is a private venture, and it is edited by one of the first journalism graduates, now a part-time faculty member of the school. Beginning next year, Silliman journalism interns will work with the paper. Meanwhile, interns also work in community newspapers and radio stations outside of Dumaguete City.

Another common problem to Philippine communication schools seems to be lack of local instructional materials.

The chairman of the Ateneo communication department viewed the problem of lack of instructional materials from the dollar angle. Even if the instructional materials relevant to the Philippines are available in the United States, and even if the Ateneo students (who belong to the upper class generally) can afford to buy them, Ateneo cannot import them because of lack of dollars.

At Silliman American church support in dollars makes importation possible but the students coming from the middle or lower middle class cannot afford to buy them as the prices become prohibitive when translated into pesos.

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[14] Dean Vicente Coloso, in an interview with this writer May 24, 1971.

[15] Dr. Josefina Patron, in an interview with this writer, May 22, 1971.

But perhaps more important is the fact that the faculty feels that most American textbooks are not relevant to the Philippine situation. Therefore, there is a great need for communication and journalism textbooks written for and by Filipinos.

A related problem is that of faculty. Two of the private schools in Manila, Lyceum and U.S.T., look at this problem similarly. First, they cannot afford, or do not want, to hire full-time faculty just to teach communication and journalism courses. Because the enrollment is relatively small, one faculty member (full load in these schools is 24 units) might end up teaching all the subjects to all the students.

Secondly, they find it difficult to find qualified people to abandon the mass media for the halls of academe. So they use part-time teachers, who work with the media full-time.

There is an advantage to this kind of arrangement, of course. The students learn from the experience of the working mass media people. They also establish contacts, necessary when they start looking for jobs later on.

But there are many disadvantages. One is that these mass media people, who teach part-time, end up neglecting their classes. They come to class unprepared to lecture, or oftentimes, they don't come at all. This dependence on part-time people from outside to teach also results in an unstable faculty situation. The department chairman is unsure who will teach which courses from semester to semester, because these part-time people in Manila are not always available at the times you need them.

U.P., because of its state subsidy, does not have this problem of faculty. It has 21 full-time and 17 part-time teachers. Its full-time people teach about six units a semester and spend the rest of the time in research and writing.

Ateneo and Silliman, also, do not have this problem. Because of the interdisciplinary nature of the Ateneo curriculum, the communication department draws on the resources of the other departments of the university.

Silliman is again lucky to have the right people in town who combine practical experience with academic qualification to teach. Silliman has two full-time faculty members. In addition, it has four part-time people teaching--the station manager of DYSR, the Philippine News Service correspondent, the editor of the Negros Express, and the director of the Office of Information and Publications of Silliman University. In a small town like Dumaguete City, the part-time people who work outside the university, are more available than those in Manila for teaching assignments and so the faculty situation is relatively stable.

## Student Quality

There is one problem mentioned by the U.S.T. administration officials, with which the Silliman faculty concurs: the poor quality of journalism students.

It has been observed that the students' command of the English language is becoming poorer. The cause can be traced to the high schools and elementary schools. The quality of instruction there has been declining, English has been deemphasized, and grade VII has been eliminated. All these contribute to the deterioration of the students' knowledge of the English language which is critical because the language of journalism in the Philippines today is still English. This, in turn, is tied to the bigger problem of what should be the national language of the Philippines.

The problem of U.P. is different; it is the problem of attitudes. The Institute dean[16] said that at U.P. the students are rejecting the traditional Western concepts of journalism such as objective journalism for the concept of committed journalism. They are also demanding reading materials and newspapers from and about non-Western countries, including Communist China and the Soviet Union.

## Conclusions and Proposals

Let me conclude by offering possible solutions to these problems within the Philippine context.

The problem of facilities, which seems to be the most nagging problem of these communication and journalism schools, might be solved to some extent by consortiums.

This idea was broached to this writer by the Lyceum interim dean of Journalism who said that his school is willing to accept help from foundations to set up facilities which might be shared by a number of schools in the area.

The facilities, in our view, however, do not have to come from foundations. Three or four schools in the Manila area, for example, could pool their resources and set up a television or radio station or a printing press, where they can send their students to work.

The second most nagging problem, lack of instructional materials, can be solved by a systematic approach to the problem: two or three schools can cooperate in writing textbooks, for use in more than one school. This would increase the market to help make publication of Filipino books financially successful.

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[16] Dr. Gloria Feliciano, in an interview with this writer May 24, 1971.

The bigger problem related to this, however, seems to be the lack of time among faculty members to write these textbooks. It is somewhat ironic that Philippine journalism and communication teachers, who are supposed to be writing experts, do not write their own textbooks. We might get our textbooks, however, if we find financial support for the research and writing of these books.

The problem of part-time faculty, which seems to be peculiar to schools in the Manila area, can be solved the way U.P., Ateneo and Silliman have solved them: Employ full-time people in the university, although not necessarily in the department or school of communication/journalism. Or employ people with mass media experience a great percentage of the time, while allowing them to work in the mass media part-time, to enable them to keep in touch with the work-a-day world.

Faculty scholarships and exchanges would also contribute to the improvement of instruction in these schools.

The problem of quality of students, perhaps, is the bigger, more long-range problem, which might be difficult of solution. Its roots are in the educational system. We can attempt to solve this problem, however, by adding a fifth year to the journalism curriculum.

We are beginning to realize that four years for a journalism education is not enough. Five years should be the minimum. The world is getting more complex and the journalist's job of interpreting events around him becomes more difficult. Knowledge is exploding, there is much more information to digest. The journalism student needs more time to do this.

There is another good argument for extending the journalism curriculum in the Philippines from four to five years. In the Philippines, most of journalism instruction is conducted in English. Since the medium of instruction is English and since the language of the journalism they will practice later is mainly English, we expect our journalism students to master the English language even more than the average college student.

We need more time, therefore, to expose the students not only to the broadening social science and humanities courses, but to English writing and journalism courses.

The proportion of journalism to non-journalism courses could remain the same, although we should require more units of both.

All these problems lead to a final point, which at present is still a problem: the lack of organization among Philippine communication and journalism educators.

We need to discuss these problems and their possible solutions. We need to cooperate and share our limited manpower and technical resources to tackle the unlimited challenges before us. But first we must get together and organize ourselves.

# Communication/Journalism Education in

# THAILAND

By Professor Bumrongsook Siha-Umphai

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There are nine universities at present in Thailand, all state-owned and operated. Three offer a curriculum in journalism or communication.

Chulalongkorn University started its program within the Faculty of Arts and Sciences in 1939, but the program was discontinued in 1951. In 1965 an independent department of mass communication and public relations was created and its status is being raised to that of a faculty in 1971.

Thammasat University has had a department of journalism within its Faculty of Social Administration since 1954 but there are plans for it to be elevated to the status of an independent unit.

The newest curriculum in communication is that of the University of Chiengmai, the nation's first provincial university, located in the northern part of Thailand. This program is housed within the university's Faculty of Humanities and was established in 1964.

The brief report which follows provides relevant facts and figures about these programs.

## Chulalongkorn University

History

Although the Independent Department of Mass Communications and Public Relations was established at Chulalongkorn only in 1965, it should be emphasized that courses leading to a Diploma in Journalism were offered in the years between 1939 and 1951.

The earlier program existed because the university recognized the importance of the subject, specifically that effective newspapermen need training in the journalistic discipline. The Faculty of Arts and Sciences was authorized to organize a program. The curriculum was designed in such a way that those who had finished the sophomore class of Arts could continue into a one-year course in journalism. Upon completion of this year, they were awarded a Diploma in Journalism.

The syllabus consisted of: Journalistic Practice, History of Journalism, Wire Editing, Economics, Law of the Press, Psychology, and International Affairs. The program was terminated in 1951 because of the very small enrollment during the period of national crisis, when the country was at war. Nevertheless, the university continued to offer evening courses in journalism for three years and a total of 461 journalists were graduated.

In 1965 a plan was formulated to reopen courses in journalism. To meet technological and social needs, the university decided that the courses should cover both depth and breadth of the field and so it was renamed "Mass Communications and Public Relations." Students were to enjoy the same privilege and opportunities as those in other programs within the university.

The principal objectives of the program were twofold:

1. To promote the academic status of mass communications and public relations in Thailand.
2. To signify recognition of the professional nature of this field in contemporary society.

Because of its academic nature, it was hoped that the program would expand in the future and thus it was to be organized as an independent department. Resolutions to this effect were passed in 1966 by the University Council and the National Education Council. Prompt support from the government followed in the form of a cabinet resolution in favor of the action on June 28, 1966 and in October a Royal Decree proclaimed the department's establishment.

At its beginning, the program was administered by a university-appointed committee chaired by Professor Kasem Udyanin. All classes were given between 4 and 8 p.m. with 78 students enrolled. At first the program offered a diploma, but this was later promoted to a bachelor's degree. Three areas of study were offered: journalism, radio and television, public relations.

At present plans are being implemented under the Third Stage of the National Economic Development Plan to transform the department into the Faculty of Communication Arts. Plans for this program will be discussed below.

The Department at Present

The operational objectives of the Department presently are:

1. To produce effective, responsible personnel for mass communications and public relations in Thailand.
2. To contribute to the knowledge of government officials and the public at large in the area of mass communications and public relations.
3. To promote and encourage the standards of professionals in these fields.
4. To do research in these fields with the aim of improving techniques and theory.
5. To encourage a more extensive role of mass communications and public relations in national development.

Students are selected from two categories of candidates:

1. Those who have finished Mathayomsuksa V (high school) or its equivalent.
2. Those with a minimum of three-years experience in the field of mass communications and public relations and who have also finished Mathoyom III.

In 1971 the entrance examination was conducted jointly by the university and the National Educational Council. The department accepted some 80 students for day classes and another 50 for the evening class. Total enrollment in academic 1971 was 480 students. Instruction is handled by a faculty of 36 full-time instructors, six of whom are studying abroad.

Undergraduate Curriculum

The four-year course consists of two phases. In the first phase, which encompasses the first and second year classes, both general and professional subjects are taught. General courses include: Thai language, Thai and international history, physical and political geography, sociology, principles of political science, current affairs, English language, psychology, logic, economics, introduction to jurisprudence, comparative government, and public. The professional courses are: public relations, comparative literature, theory of printing, theory of communications, history of communications, creative writing, journalism, feature writing, news writing and reporting, photography, etc.

The second phase, for the third and fourth year classes, emphasizes training and specialization in professional subjects which students choose from any section according to their professional plans, whether these plans be to join government or private organizations. The following majors are presently offered:

Journalism: providing both basic knowledge and practical training in the field.

Radio Broadcasting and Television: At present, combined with Journalism and called the Mass Communications Section.

Public Relations: Focuses on public relations of government enterprises, private companies and industrial concerns.

Speech and Drama: Concerns itself with all aspects of oral communication and attempts to create understanding of various phases of the speech and dramatic communication process, to apply theoretical knowledge to the practice of effective and responsible communication in the arts.

Since 1967 the department has added day classes to its offering. Third year students now produce a weekly tabloid newspaper, Students, and a monthly magazine in English as part of their work in the journalism laboratory.

The average study program totals 26 hours of instruction weekly. Students enrolled in the bachelor's degree program must complete the following units:

| Subjects | 1st Yr. | 2nd Yr. | 3rd Yr. | 4th Yr. | Total | Percentage |
|---|---|---|---|---|---|---|
| Science & Humanities | 18 | 22 | 16 | 10 | 72 | 34.62 |
| Mass Comm. & P.R. | 24 | 16 | - | - | 40 | 19.23 |
| Mass Comm. (separate) | - | - | 16* | 30* | 46* | 22.12 |
| P.R. (separate) | - | - | 16** | 30** | 46** | 22.12 |
| Political Science | 6 | 6 | 4 | 4 | 20 | 9.6 |
| Sociology | 4 | - | 4 | - | 8 | 3.85 |
| Economics | - | 4 | 4 | - | 8 | 3.85 |
| Law | - | 4 | 2 | - | 6 | 2.88 |
| Business Admin. | - | - | - | 4 | 4 | 1.92 |
| Public Admin. | - | - | - | 4 | 4 | 1.92 |
| Total | 52 | 52 | 52 | 52 | 208 | 100.00 |

* compulsory subjects for Mass Communication section
** compulsory subjects for Public Relations section

Development Plans

The university has decided to promote the department to Faculty of Communication Arts in academic 1971. Construction of a second building for the new faculty will be completed in 1972. Cost of the new building will be about $100,000, exclusive of equipment and furniture.

Under a five-year plan the faculty is to expand to encompass eight departments: Journalism, Radio and Television Broadcasting, Cinematography, Advertising, Public Relations, Speech Communication, Drama, and Theory and Research in Communication. The faculty is to give students an opportunity to specialize in these majors and to provide a general background in the field of communication for those who wish to go on to advanced study. To this end, master's degree programs will be added. It will perform research in the field, particular studies designed to benefit society and national development. The program will also work to disseminate to the public at large a knowledge of communication arts and work to promote and encourage professionals. The advancement of professional ethics and moral principles is a major goal. The entire program will be coordinated with the National Socio-economic Development Policy.

It is planned to offer in-service training programs for professionals and government officials as well as media enthusiasts.

With the cooperation of international organizations, a Communication Arts Center will be established consisting of research expert advisors and permanent staff. The Center will sponsor research and their publication. It will also promote and encourage graduate study in Communication Arts and related fields.

With an eye to restoring and promoting national culture, the faculty will produce newspapers, magazines and other periodicals, radio and television programs and various kinds of performances and exhibitions.

A committee consisting of staff from this faculty as well as from others within the university and outside specialists will plan the curriculum with as much input as possible from similar programs in other countries. Teachers will be encouraged to seek higher degrees or participate in observational programs in similar curricula in other countries. University and government grants will be provided to this end and additional ones will be sought from international and foundation sources.

The faculty will set up an academic service center at the general and advanced education level to provide community service.

Under this five-year plan, enrollment is expected to grow to 480 students in the undergraduate program, 30 at the master's level and 100 in the in-service training program. The faculty is expected to grow to a permanent staff of 65 plus 123 special lecturers.

It is anticipated that the program will produce about 100 graduates annually in the various fields.

## The Independent Department of Journalism and Mass Communications

### Thammasat University

After the journalism program at Chulalongkorn was closed in 1951, the government opened a new journalism department leading to a bachelor's degree in the Faculty of Social Administration at Thammasat University in 1954. It was the only university which provided courses in journalism at that time. There was a foundation of journalism profession in Thammasat University which has been giving scholarships to students in the field.

In 1966 the department started evening classes leading to certificates in journalism for those who were in the professions of mass communications and public relations. The following year the program was changed to one that offered diplomas of journalism. Those who were qualified to receive degrees, however, continued taking courses toward the degree in journalism. In 1970 the university approved the development project as an independent department of journalism and mass communications.

The enrollment in 1971 is about 350 students with 20 full-time instructors. Dr. Kasem Sirisamphan is the dean and chairman of the department. Each student has to achieve 143 credits in order to graduate with a bachelor's degree. Students have a chance to participate in the production of a weekly tabloid newspaper named "University" as a part of journalism laboratory.

## Department of Mass Communication

University of Chiengmai

The Department of Mass Communication is in the Faculty of Humanities, which started its program in 1964. The program concentrates more on radio and television broadcasting than on newspaper publishing. Each student has to achieve at least 144 credits in order to get a bachelor's degree.

At present there are 100 students majoring in mass communication. Mrs. Charoenphan Koomsai is the acting head of the department with 15 full-time instructors as her colleagues. The department has been operating a one-kilowatt F.M. multiplex radio station as a broadcasting laboratory for students since 1966.

## A SUMMARY OF THE SEMINAR

by Dr. Jack Lyle

While there is a great diversity among the conditions and problems described in the seven preceding papers, the reader has probably also noted common threads which run through them. Indeed, what strikes an American reader is that many of those same threads have and continue to influence the status of communication/journalism programs in the United States.

One major and very basic problem is that of definition: what constitutes communication/journalism education? To a large extent, this problem parallels a debate which has raged in the United States for decades: technical vs. academic emphasis. In the discussions of this seminar there was an obvious concern over the proportion of credit requirements tied up in techniques courses, concern over the possibility of falling into "trade school" patterns. The fact that most of the programs described are at the undergraduate level is pertinent. There was apparently less trouble on this point in India where communication/journalism programs generally are at the post-graduate level.

Among the participants at this symposium, there was a strong consensus that programs must avoid emphasizing professional techniques at the expense of basic academic courses.

Professor Singh summed up the group's feeling: Their primary goal is to prepare students for careers as professional journalists. The emphasis on "professional" implied that they should not be merely tradesmen, but should be persons who have received a sound education to which they add the expertise and ethical commitments required to provide the public with honest and meaningful news media.

This concern over the nature of academic programs was related to the relationship of these programs to the profession and to the parent academic communities. Again, in both areas, the concerns and problems are strongly reminiscent of the situation in the United States, although as Dr. Nafziger pointed out, these problems are nearer solution there.

The relationship with the professional media generally is marked by lack of support. This lack of support takes at least two major forms: failure by the news media to give direct financial support to the programs and failure to support them with hiring practices. In some cases hiring preference is not given to journalism graduates, in others salaries are not sufficient to make journalism a career providing adequate income for college graduates.

There are exceptions, particularly in Hong Kong, where Professor Wei tells us that the newspapers have been a source of important support on both counts. In Korea the news organizations have provided scholarship aid, but Dr. Lim adds that their hiring practices are still discouraging.

In part, at least, these problems of support from the news media are a result of the underdeveloped nature of the media in these countries. In many instances the media--particularly the press--are still not financially strong enough to be able to provide financial support. In some instances, the operational philosophy and ethics of the news media have not evolved to the point where local journalism can honestly be described as a "profession." Thus these academic programs are really building for a better future. While it is easy for us to congratulate such idealism and forward thinking, this praise does little to ease the very real hardships under which many of the programs must operate at present. Thus we can see that assistance from foundations and government programs is not only a help, but perhaps even a necessity for survival.

The problem of support is made more pressing and complex by the situation of many programs vis-a-vis their parent institutions. In many cases communication/journalism programs have had to fight and still must fight for recognition and respectability within their university community as well as among the practitioners and officials of the news media. In some cases this is a result of the fact that the universities evolved under colonial regimes and were based on European models in which journalism had not been recognized as an area for academic interest.

Part of the strain toward professional academic programs reflects the concern over academic respectability. But the programs are encountering some of the same pressures as American departments which offer undergraduate majors: how to insure that the student acquires the basic liberal arts education and professional skills.

However, there is still another pressure in many locations, one not faced by American programs. In some instances the students must achieve proficiency in a second language. Hong Kong students, for instance, must be proficient in English as well as Cantonese. In the Philippines instruction and most journalism activity is carried on in English despite the fact that this is not the vernacular for the majority of the population. Indian students also find themselves caught in this type of double-language existence. In other countries the news media may use vernaculars but the paucity of texts and teaching materials in the vernacular has caused academic programs to use English or another western language as the major or supplementary idiom of instruction.

The answer in several instances has been to expand programs to encompass an extra year. There is also a growing emphasis on graduate work, not only in India but in Japan, Korea, the Philippines and the Republic of China as well.

The evolution of graduate programs is related to another problem: faculty recruitment and training. This problem also is one which was common to almost all the situations represented.

Historically there has been a heavy dependence on the use of news media practitioners as part-time lecturers to fill out faculties. This is seen as having had the advantage of creating and maintaining bridges between the university programs and the news media. It has also provided a pool of expertise which could be used without long-term commitment and relatively inexpensively.

But there was unanimity among the participants that care should be taken to avoid overdependence upon part-time people. As Dr. Maslog pointed out, good journalists are not always good teachers. More serious is the fact that such lecturers place first loyalty with their newspaper and in situations of conflicting demands it is their teaching responsibilities which are sacrificed. It can also weaken the department's position within the university community.

Another stop-gap solution has been use of visiting lecturers from abroad. Such persons can be of great value in bringing to students and faculty alike the stimulation of interaction with ideas and practices from other cultures. But as Professor Bumrongsook reminded the participants, such persons can also have disappointing and even deleterious impact. In some cases this stems simply from the brevity of their presence, in others it may be due to an inability or unwillingness to relate the contribution in a manner that makes it meaningful to the students from another culture.

Thus there is now an effort to create professional communication/journalism teachers. But the scarcity of appropriate graduate programs in Asian countries and the paucity of money available for research has forced the many persons seeking advanced degrees either to do their work in another discipline or to go abroad. The majority of persons in Asian communication/journalism teaching programs in Asian universities studied in Europe or the United States.

While this does have the advantage of facilitating the expansion of viewpoints and scope of knowledge resources made available to students, the disadvantages are heavy. The physical absence of the candidate means that his school and nation are deprived of his talents for a period of several years. The expense involved is a heavy burden for the individual. His graduate work will emphasize literature and research methods appropriate to the host country and these may not be applicable to his home country. His thesis research is likely to be done outside his own country.

The development in Japan, Korea, Philippines and Taiwan of advanced degree programs focusing on theory and research to prepare candidates for teaching careers is a hopeful sign of relief for this problem.

Another problem facing many programs is that of admission standards. Several participants stated that it was felt in their countries that students coming into journalism were not doing so as their first choice, but rather because they could get in there after having been rejected by other disciplines. Professor Hsu pointed to the extremely large enrollments of some programs in Taiwan, stating that there were many more students than could possibly find jobs in the media. This situation also exists in several other countries. Professor Hsu stated that most of these students actually did not want jobs in the media, but were interested in learning about the media and their role in society. This interest, he felt, is valuable for the development of society but the vast numbers put a heavy burden on faculty and physical resources that are limited.

The question of whether or not to limit enrollments and, if so, how candidates should be judged is one causing much concern among many Asian communication/journalism educators.

Dependence upon texts and materials published in and primarily for other (usually more developed) countries is another plight of many of the participants. The diversity of languages through the Asian area and the relatively small populations of some countries makes it difficult to provide a sufficient market to make production of local materials economically feasible. Yet foreign materials, even in translation, are expensive and frequently dated as well as difficult to obtain. In countries, such as Japan and Korea, where translation has been economically feasible, the translations sometimes are questionable. Some countries, such as the Philippines and Thailand, feel that the economics could be solved for publication of indigeneous texts. But, as Dr. Maslog emphasized, heavy teaching loads and low salaries force faculty to take additional jobs, making it difficult for them to find time to write such texts.

The reliance on materials of foreign origin has the further disadvantage of tempting students and faculty to conceptualize problems and theory in frames of references not only foreign but perhaps inappropriate to their own environment. A common admonition in the papers and the discussions was for Asian communication/journalism scholars to adapt, rather than adopt, materials and ideas from other countries; to use skills acquired in non-Asian graduate programs to define and examine local problems rather than trying to superimpose models conceptualized to meet western conditions.

Indeed, these Asian scholars do well to benefit by some of the hard lessons learned by American scholars regarding the relation of research to their educational program. For research to bear fruit, it must be made meaningful in pertinent, practical terms to those who can implement change. Failure to do this can result in mutual frustration and deprecation. It is necessary to do basic studies such as the one Dr. Susanto describes on problems of local papers in Indonesia to show media executives that theory and research can help them in very practical ways. With this understanding they are far more likely to support academic research programs.

The range of conditions in the countries surveyed herein is vast. In some countries the formal news media really are a minor factor in the lives of vast throngs of the population, particularly those outside the urban areas. The governments of these countries are straining to implement programs of national development to raise living standards. The success or failure of such programs depends largely upon the success of government agencies to develop effective information programs.

The communication/journalism programs in these countries find themselves preparing persons, not only for careers as journalists, but as communication specialists or information officers for government agencies. This combination of circumstances has an important implication to the academic approach to the subject of ethics, particularly as related to government-press-university relations. The concepts of press freedom and responsibility which have evolved for developed nations in the western world may not be immediately transferable to a nation with low literacy, low per capita income and low political awareness or even national identity.

How to effect practical operational compromises without sacrificing ideals is one of the most serious problems facing many Asian communication/journalism educators. The degree of concern as well as confusion regarding solutions was underlined in several seminar discussions. For instance, in one session there was heated discussion concerning the appropriateness of the university faculty drafting for the government legislation affecting the press. Several of the papers here describe research projects undertaken by academic staffs for government agencies. Some participants objected to such practices in the belief that they pose a threat to the independence of the faculty. Others felt that by taking on such tasks the faculties were able to exert a dynamic impact upon society which otherwise would be denied them and that it was their responsibility to the society to do so.

These are hard questions. Certainly those of us in the United States where so much communication research (and academic research generally) is underwritten by government contracts or grants--granted that safeguards of academic freedom have been assured--should avoid hasty or dogmatic judgments.

In conclusion, while these papers detail tremendous problems, the general feeling I draw from them is one of optimism. This optimism is based on four factors.

First, there is the basic fact that these programs do exist and that they have faculties which are concerned about such questions as ethics and responsibility, the need to train professional journalists rather than journalistic technicians.

Second, in many countries there appears to be an awakening--similar to one I think we see on American campuses--among students of the importance of communication and the media to society. This interest promises to provide better recruits for the media and also to build a

public better able to provide the type of critical support necessary to help the media develop along responsible lines.

Third, there appears to be a healthy eagerness on the part of faculties to learn the broad literature of the communication field. But this eagerness is accompanied by an increasing realization that they have a responsibility to look at this literature critically, particularly in translating it to the local culture. Further, they realize that they have a responsibility to add to the literature. In this regard, they sit in the midst of opportunities for a wealth of exciting and important research endeavors--if only the practical and financial means can be found.

Fourth, they are learning to look toward one another as well as to the western world for help and cooperation. An Asian association established together with a series of publications would greatly facilitate exchange and cooperation. There are many obstacles facing efforts to form a viable association. These were not ignored in the Honolulu discussions. The fact that the participants were not discouraged by them but remained determined to try provides the final note of optimism.

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